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ABSTRACT

Results of a study involving 20 hard of hearing school aged students indicated that Ss in two experimental conditions (language stimulation by Big Brothers or Big Sisters and special training in oral and written language skills with a hearing specialist) increased in the complexity of their oral language more than control Ss did. (CL)

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ABSTRACT

THE EFFECTS OF SELECTED LANGUAGE STIMULATION UPON THE LANGUAGE SKILLS OF HARD OF HEARING SCHOOL CHILDREN

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of The Requirements for the Degree of
Doctor of Philosophy

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October 1977

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ABSTRACT

THE EFFECTS OF SELECTED LANGUAGE STIMULATION UPON THE LANGUAGE SKILLS OF HARD OF HEARING SCHOOL CHILDREN

This study investigated the effects of supplementary language stimulation and training upon the oral and written language skills of hard-of-hearing school children. The subjects were the combined caseloads (n=20) of hard-of-hearing school children of the two hearing specialists in Maui District, Hawaii, as of September 1, 1976. A control group and two experimental groups were used. Pre-testing indicated that the groups were matched in language performance.

All subjects received the regular services of the hearing specialist at least once weekly. In addition, the five subjects in Experimental Group 1 were assigned to Big Brothers or Big Sisters, while the five subjects in Experimental Group 2 received special training in oral and written language skills during their regular sessions with the hearing specialist.

Pre- and post-tests were administered to all subjects. Measures tested were aural lexicon, oral skills (words per sentence), written skills (of words per sentence

and syntax.) Anecdotal records, with emphasis on language behavior, were kept on all experimental subjects.

T-test analyses were performed on the test data. Of the twelve null hypotheses, ten were rejected at a 0.05 level of confidence or better. The experimental groups, individually and combined, performed significantly better on the post-tests of language skills than did the control group.

Although not subjected to statistical analysis, the complexity of oral language increased more for the experimental subjects than it did for the control subjects, during this study. The control subjects, in fact, used less complex language in the post-test than they did in the pre-test. Experimental Group 2, which received specific training in oral and written language, made the most improvement.

Noticeably better personal adjustment of all experimental subjects was observed, while no such changes were reported on the control subjects.

The results of this study suggested that there were at least two methods of providing for the improvement of language in hard-of-hearing school children. They also suggested that it was possible for hard-of-hearing children to make gains in language skills even though they were beyond the age when language is relatively easy to acquire, according to some scholars. Additional studies of methods to improve the language skills of the hard-of-hearing child were strongly recommended.

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CHAPTER I

BACKGROUND OF THE STUDY

One of the most important ways in which human beings are distinguished from other forms of life is in their ability to communicate symbolically via language. Language serves as an avenue of expression for feelings, ideas and experiences. It can be used to tell of the past, the present and the future. Over the years, humans have developed and refined language systems from oral speech through the printed word to modern electronic devices--all of these designed to aid in communication. Lamb said:

> Language is involved with information, ideas and values. A person's feelings about his self depends upon his use of language and the feelings produced by the relationships which grow from his communication with others. Paul Roberts has stated that "...to understand your language is...to understand yourself, to get a notion of what it means to be a human being." (18:284).

Competence in language skills is important not only for interpersonal communication, but for success in acquiring the broader aspects of language--reading and writing. These achievements can later lead to better employment possibilities and ultimately, a more fully satisfying life.

Children with hearing losses exhibit some reduced degree of language performance, usually directly related to the amount of hearing present. A basic cause of this is the inability to receive sufficient, continuous and appropriate speech and language stimulation through the auditory channel during the early language-learning years, when the human is most ready to process and acquire oral language skills. (The generic term, hearing impaired, is used to refer to the hard-of-hearing and/or the deaf--in other words, to cover those with any degree of hearing loss. It will be used as such throughout the paper, except when it is important to distinguish between the two populations.) While the deaf exhibit great difficulty in language performance, the hard-of-hearing exhibit less. Nonetheless, it is still a problem for both populations. According to a bulletin on human communication:

> Interference with communication is the major effect of hearing impairment...The ability to hear is a prime means of contact with people and the environment... (143:9).

Even though a child may wear a hearing aid, he/she will still miss a great deal of verbal information and will not have the opportunity to receive language patterns repeatedly--as does the child with normal hearing. Although many environmental, as well as innate, factors play significant roles in the language or linguistic development of children, the amount and type of stimulation which is critical for maintaining the process of speech and language acquisition is not yet known. There is disagreement among researchers on the maximum age beyond which language acquisition is difficult or impossible to achieve. Knauf stated that the critical age for language acquisition is between one and five. (17:739). Lenneberg suggested that the developmental stage for acquiring language is outgrown by puberty. (20:142). Armbruster, independently from her co-author, Elliott, refused to accept the hypothesis that absence of early language stimulation makes it almost impossible for the older hearing impaired child to learn language. (72:223-224).

A recent national survey provided demographic data on the prevalence of hearing losses. One in every five children has a hearing loss in one or both ears which is at least medically significant. The population which is usually referred to as having educationally or socially significant losses--the hard-of-hearing--consists of seven per 1,000, with bi-lateral losses ranging from mild to profound. (55:1).

Research on the hard-of-hearing, as a distinct population, is limited. (60, 79, 121, 136, 141, 142 so state.) Most of the research concerns the deaf exclusively. Much of the literature does suggest the difficulties exhibited by the hard-of-hearing in language performance, although few programs of remediation have been examined. Despite this lack of available research, a very real need exists for learning more about helping the hard-of-hearing child acquire competence in the use of language. This child's language abilities, including oral language skills, fall short of those of a normal hearing youngster, as the hard-of-hearing child may be receiving language which has phonetic, prosodic and/or syntactic gaps. What is heard and perceived at any one time by a hearing impaired child is dependent upon one or more of these factors: the degree of hearing sensitivity, the loudness of the signal, the distance between the speaker and listener, the noise background, the degree of language competence, past experience, environmental awareness and presence or absence of compensatory adjustments. (55:4). Because of the difficulty or inconsistency in hearing, the hard-of-hearing child may exhibit these characteristics: difficulty in articulation of some sounds (particularly sibilants), reaching linguistic achievement at a slower rate than the normal hearing child, and misunderstanding of other persons' meaning. Kodman, in a sampling of 100 hard-of-hearing school children, found the children were educationally retarded on an average of 1 to 2.24 years. Unmet needs included educational achievement, communication skills and personality development. (95:298).

An early program of training for language acquisition is recommended for the hearing impaired (both the deaf and the hard-of-hearing populations) by most authorities. (17:739, 62:77, 79:408, 83:71, 116:362, 136:351). Stuckless and Birch said that it is "...essential that a deliberate program for language development be initiated as early as possible." (131:455). As soon as possible after the hearing loss is noted, professional guidance for the parents and intensive linguistic stimulation for the child should begin, along with some form of amplification as needed. In recognition of this need, increasing numbers of preschool programs are being developed for the hearing impaired. (79:408-414). Despite this development, often the needs of the hard-of-hearing youngster are not being met. Whorton commented on this:

> Little attention has been given to the educational and psychological needs of the child who has a sensory deficiency, not great enough to qualify him for entrance into special class, but whose loss makes educational progress difficult when no special adjustments are made to meet his special needs....Specialized instruction during the formative years may mean the difference between educational success and failure. (136:351-352).

The difficulty that the hard-of-hearing child has in the acquisition of language competency becomes increasingly more serious as he/she progresses through school. Competence in oral language of a young child leads to competence in reading and writing performance. The child's language may lack the vocabulary and morphosyntactical structures to allow for reading or writing up to grade level, however. In the area of reading, the student may experience difficulty in learning a sight vocabulary and in acquiring phonetic word attack skills. Clark, in Berg and Fletcher, stated: "A child's reading ability depends on his language ability; he will only be able to read up to that language ability." (1:335). Frequently, this hard-of-hearing child will have to repeat a primary grade because of the inadequate language skills possessed. Progressing through school, the hearing impaired child finds it increasingly difficult to handle the academic requirements, and the initial gap widens. Emotional problems frequently arise as the hard-of-hearing student attempts to deal with these problems. Fiedler observed that six out of nine poor learners in an oral residential school for the hearing impaired showed clear signs of being in emotional difficulties. (13:96-97). The difficulties in learning satisfactory reading skills is wide-spread among hard-of-hearing students, so that by age sixteen, over half of them read considerably below grade expectancy. (55:2).

That this serious situation is not being remediated, early or late in the hard-of-hearing student's life is evident by the accumulated evidence showing continuing language inadequacies. (1, 32, 51, 56, 92, 112, 130, 141). The Joint Committee on Audiology and Education of the Deaf reported in January 1975:

> Many preschool and school-age children have hearing impairment severe enough to affect their ability

> to function normally in an educational setting. Although each child has a legal, constitutional right to comprehensive quality services in educational settings, fewer than 50% are currently receiving appropriate services. (91:17).

If education for all students is indeed the law of the land, with a national goal of comprehensive services for all handicapped children by 1980, then ways of equalizing the opportunity for all to benefit from the educational process must be identified and implemented. Research into ways in which to improve the hard-of-hearing student's language skills, and consequent fuller participation in life, is imperative.

Statement of the Problem

The problem, then, is to identify effective means of producing improvement in the language skills of hard-of-hearing students. Most of the children in this study have always attended classes with normal hearing youngsters, or have been mainstreamed after having previously attended special classes for the hearing impaired. These children receive supportive services from a Hearing Specialist. They need to have specific skill training and/or provision for experiences which will lead towards better performance in language ability, if they are to function well in society.

Purpose of the Study

The purpose of this study was to investigate the effects of two supplemental language stimulation programs upon oral and written language skills of hard-of-hearing school aged children.

The most common types of language problems experienced by school aged hearing impaired children occur in both receptive and productive behavior. They are in these areas: phonology, syntax, lexicon and organizational skills, and they appear in both oral and written forms. (51:94). The study sought to determine the extent to which language stimulation methods produced progress in the production of oral and written syntax and in an expansion of the lexicon.

This investigation was concerned with school aged hard-of-hearing children and involved community volunteers plus the Hearing Specialist in the language stimulation process. There were two groups, Experimental and Control. All of the children received regular training and instruction from a Hearing Specialist, which included auditory training, lip reading, remedial language and reading, plus tutoring in regular classroom subjects as needed.

The Experimental group was further divided into two sections. Experimental Group 1 received supplemental language stimulation from a Big Brother or Big Sister who was specifically assigned to help a hard-of-hearing child. The additional experiences and verbal stimulation provided through the opportunity of being a Little Brother or Sister were expected to provide the necessary improvement in language skills to help these children reach a functioning level commensurate with that of their hearing peers.

The other half of the experimental group--Experimental Group 2--received supplemental training in syntax and vocabulary (oral and written) from the hearing specialist. This was in addition to the regular training program. Emphasis in every session with the hearing specialist was on the production of oral and written language.

The Control Group, which was equal in size to Experimental Group 1 and Experimental Group 2 combined, received only the regular instruction given by the hearing specialist.

During this study, the following questions were examined:

1. Do the extra-curricular experiences in the context of a language-intensive environment with a Big Brother/Sister (received by Experimental Group 1) produce greater improvements in a) oral syntax, b) written syntax, and c) lexicon, than that obtained by the Control Group?

2. Does special attention to verbalizing and writing during the sessions with the hearing specialist (received by Experimental Group 2) produce greater improvement in a) oral syntax, b) written syntax, and c) lexicon, than that obtained by the Control Group?
3. Does the age of the hard-of-hearing child affect the benefits received from either of these language stimulation methods?

Hypotheses

These null hypotheses were tested:

1. There will be no difference between the amounts of increase in words per sentence in the oral language produced by Experimental Group 1 and the Control Group.
2. There will be no difference between the amounts of increase in words per sentence in the oral language produced by Experimental Group 2 and the Control Group.
3. There will be no difference between the amounts of increase in words per sentence in the oral language produced by the two experimental groups combined and the Control Group.

4. There will be no difference between the amounts of increase in words per sentence in the written language produced by Experimental Group 1 and the Control Group.
5. There will be no difference between the amounts of increase in words per sentence in the written language produced by Experimental Group 2 and the Control Group.
6. There will be no difference between the amounts of increase in words per sentence in the written language produced by the two experimental groups combined and the Control Group.
7. There will be no difference between the amounts of improvement in the written syntax produced by Experimental Group 1 and the Control Group.
8. There will be no difference between the amounts of improvement in the written syntax produced by Experimental Group 2 and the Control Group.
9. There will be no difference between the amounts of improvement in the written syntax produced by the two experimental groups combined and the Control Group.
10. There will be no difference between the amounts of improvement in the aural lexicon (Verbal I.Q.) produced by Experimental Group 1 and the Control Group.

11. There will be no difference between the amounts of improvement in the aural lexicon (Verbal I.Q.) produced by Experimental Group 2 and the Control Group.
12. There will be no difference between the amounts of improvement in the aural lexicon (Verbal I.Q.) produced by the two experimental groups combined and the Control Group.

If the null hypotheses are rejected, these alternate hypotheses would be suggested:

1. Increased attention to verbal stimulation accompanying extra-curricular excursions and activities as provided by Big Brothers/Sisters for Experimental Group 1 subjects will produce greater improvement in the oral language (words per sentence), written language (words per sentence and syntax) and aural lexicon than that produced by children receiving only regular instruction from the hearing specialist.
2. Supplementary training in oral and written language for Experimental Group 2 subjects will produce greater improvement in the oral language (words per sentence), written language (words per sentence and syntax) and aural lexicon than that produced by children receiving only regular instruction from the hearing specialist.

If one or both of these language stimulation methods produce measurable improvements in the language skills of the hard-of-hearing children in Experimental Groups 1 and 2, it would be an indicator that such programs would be of general value to the hard-of-hearing. It would, even more significantly, be an indicator that other specific language training methods, with other emphases, should be examined for potential benefit. (The stimulation methods which employ volunteer services--such as those provided by Big Brothers/Sisters--may be valuable to other youngsters who come from homes in which language stimulation is minimal or not available--as it is with the child who has a hearing loss and cannot always hearing the language stimulation provided.)

Limitations and Definitions

This study was limited by the following:

1. The total number (20) of identified hard-of-hearing children receiving the services of the hearing specialists in Maui District, Hawaii as of September 1, 1976, were involved in this study.
2. The range of hearing losses of the children in this study was from "faint"--less than 26 dB loss, to "profound"--more than 90 dB loss. (1964 ISO standards.)
3. During all sessions with the hearing specialist, all children used amplification--either personal

hearing aids or auditory trainer units. However, at other times, amplification could not be controlled. Some children who had personal hearing aids wore them at school and at home. Others were inconsistent in their wearing habits. Some of the children (seven) had never been fitted with personal hearing aids.

These definitions apply:

1. Hard-of-hearing: for the purposes of this study, hard-of-hearing children were operationally defined as meeting these qualifications, excluding A, and including B and C below:

   A-Children identified as deaf, with little or no usable residual hearing.

   B-Children identified as hard-of-hearing and certified as qualifying for Special Education classification by appropriate State of Hawaii Department of Education personnel because they have an educationally significant hearing loss, unilateral or bilateral, which is causing some academic and/or adjustment problems in the regular class.

   C-All children identified and certified as hard-of-hearing prior to September 1, 1976, and thus receiving supportive services of the hearing specialists.

2. Big Brothers and Big Sisters: adults who volunteer to give time on a regular basis to a youngster in need of special attention. They have been screened and approved by a social caseworker and the Board of Big Brothers and Big Sisters of Maui.
3. Hearing Specialist: a teacher who is trained in working with hearing impaired children and so certified by the State of Hawaii Department of Education.
4. Hearing impaired: persons classified as having measurable hearing losses from faint to total. This term is used to cover the complete range of hearing losses, both those labeled hard-of-hearing and those labeled deaf, or either of these two populations.

Organization of the Remainder of the Study

Chapter II presents a review of the salient literature relating to programs for the hearing impaired--with emphasis on language, and the language needs of the hard-of-hearing population. Some attention is also focused on the unique aspects of Hawaiian Islands Dialect (Pidgin) and its relationship to the speech and language of the hard-of-hearing.

The research design and methodology for this study are presented in Chapter III. The presentation includes a general description of the twenty subjects and the pre- and post-test materials used. The procedures involved in obtaining Big Brothers and Big Sisters for Experimental Group 1 subjects is described. The manner in which Experimental Group 2 subjects were trained will be presented. Collection methods of anecdotal records for all experimental subjects is discussed. The chapter concludes with the manner in which the data will be presented.

Chapter IV contains the data collected during the study and the statistical analyses of these data.

Chapter V offers a general analysis and discussion of the data.

Chapter VI contains overall conclusions and recommendations resulting from the findings of this study.

CHAPTER II

REVIEW OF THE LITERATURE

This review examines the literature relating to programs for the hearing impaired, emphasizing the hard-of-hearing and the language needs of this population; children's acquisition of language, including views of recent psycho-linguistic research; language testing and training. There will also be a brief review of the literature dealing with the impact of the Hawaiian Islands Dialect on the language of Island children, and of the use of volunteers for remediation.

In the field of Special Education, one of the most difficult sub-areas to teach and research is that of the hearing impaired. Controversy has raged over methods of instruction (e.g., oral vs. manual) almost since such instruction was begun. The hearing impaired students, however, do not yet have a clearly superior form of instruction available to them. Moores, in Irwin and Marge (15) stated it well:

> The incontrovertible evidence that children pour out of programs for the hearing-impaired in an endless stream unable to read at the fifth-grade level, unable to write a simple sentence, unable to speechread anything but the most common expressions, and unable to speak in a manner understandable to any but their immediate family stands as mute testimony to an inability, or unwillingness, to come to grips

> with the generic problem of children with severe auditory deficits--language. (15:159).

Although Moores referred primarily to the deaf in this comment, the hard-of-hearing are also covered within the hearing impaired population, and education sufficient to meet their needs has yet to become universal.

Historical Background

While education for the hearing impaired was slow to develop, some training for the deaf was begun during the 16th century. (35:75). Schmitt commented on methods of teaching language to the hearing impaired:

> Historically, two major approaches have been taken. The "grammatical (logical, formal, analytic) approach" focuses the student's attention upon structural aspects...Emphasis is generally put on drills and formal instruction...The "natural approach", on the other hand, attempts to parallel the way in which hearing children acquire language....The child is encouraged to learn language inductively through constant exposure to the correct language patterns of hearing persons and through his own guided, continual usage in meaningful situations. (35:74).

The strongest advocate of this natural approach to the learning of language for the hearing impaired was Frederick Moritz Hill of Germany, whose influence was strongly felt during the 1880's. He believed that children must be motivated to learn language by seeing its usefulness. He recommended providing appropriate language whenever the child needed it. (35:77). This natural approach to language soon became the preferred method for European education of the deaf in the 20th century. In America, many authorities recognized the value of the natural method. (1:331-348, 32:193-195, 42:479, 80:7-11, 92:258-262, 94:71-81, 102:117-118, 110:11-16, 130:553-563).

Blish compiled an excellent history of the language teaching methods used by teachers of the deaf. Pioneer teachers, she stated, taught language by "...constantly exposing the child to it, by giving him the language he needed to express his thoughts..." (58:347). MacDonald and Blott advocated using imitation, conversation and play as models for both diagnosis and training--thus extending the intervention to the child's natural environment. (106:251). Cazden, however, questioned whether a child's conversations with adults or with other children were the more valuable for language development. (64:185-221).

Language Needs of the Hard-of-Hearing

The hard-of-hearing were frequently overlooked by the general public. Their handicap did not remove them from the mainstream of society--they could "get by" and pose as normal hearing persons. However, Kodman found that hard-of-hearing children were indeed educationally retarded. The gap between educational achievement and presumed educational potential, he felt, may "in part arise from a general apathy on the part of the public schools and a failure to grapple realistically with the special educational needs of the hard-of-hearing school-age child." (95:298).

These children often became the forgotten ones, and were overlooked in the planning of special programs.

Oyer and Hardick stated:

> The group of children receiving the least attention in the public schools are those with mild, moderate, and perhaps severe hearing impairment who have sufficient language and speech development to preclude their placement in the typical classroom for the deaf. ...Evidence would seem to indicate the need for habilitative-rehabilitative programs to help these children achieve full potential. (33:22).

That the hard-of-hearing have needs and suffer serious limitations in speech and language acquisition is demonstrated in research studies, although very little study has been devoted to remedial techniques. According to Ling, "Speech communication skills have long been recognized as being important to the hearing-impaired person who seeks to function independently as a member of society at large..." (23:1). Goetzinger made some observations on the young clients he saw, all of whom had mild perceptual hearing losses (not exceeding 20-35 dB for the speech frequencies.) The ages of these children extended from two years seven months to nine years six months. He found that their auditory discrimination ability, and speech and language acquisition were delayed on an average of one year. (79:414).

Young and McConnell revealed that the receptive and spoken vocabulary development of each of twenty hard-of-hearing children with losses greater than 30 dB was delayed in comparison with matched normal hearing children. They observed that very little investigation had been done on the hard-of-hearing child, despite the fact that such a delay as they showed in this study could be expected to affect the school achievement of hard-of-hearing children. (141:368-370).

Whorton believed that the importance of hearing as a factor in learning has not been fully appreciated. Many times the regular classroom teacher of a hard-of-hearing child is not aware of the problem or what the educational implications might be. (136:352). These difficulties were thoroughly explored by Davis and Blasdell in their study of the use hard-of-hearing children make of auditory information. These children, who are integrated into the regular classroom, must compete with normal hearing children, who rely primarily on the spoken word for instructions. The conclusions of Davis and Blasdell suggest that hearing impaired children are much more subject to confusion in sentence comprehension than are normal hearing children. Difficulty with rapid auditory processing was a major cause of the confusion exhibited. Complex sentences were particularly difficult for the children to understand. The authors suggested:

> Rehabilitative procedures that serve to reduce the ambiguity during the language learning years, either by improved use of auditory input or the use of supplemental visual information, should result in an increase in accurate comprehension of complex spoken messages by the hearing impaired children. (71:294).

In an additional test given to young hard-of-hearing mainstreamed children, Davis examined the performance of these children on fifty basic concepts considered necessary to satisfactory academic achievement during the first three grades of school. Her findings indicated that the hearing impaired children fell increasingly farther behind in their knowledge of basic concepts as they progressed from kindergarten to grade two, as compared with normal hearing children. Davis suggested that the hard-of-hearing may not learn many of these concepts without deliberate teaching. (70:342-351).

Spoken syntax was examined by Brannon and Murry in their language samples obtained from normal hearing, hard-of-hearing and deaf youngsters. They found that, while the hard-of-hearing children showed no statistically significant difference in the productivity measure of words per sentence, they were significantly behind the normal hearing students in measures of structural accuracy. (60:604-610). The sentences were evaluated according to the error classification system of Myklebust. (29:95-146). In a later study done by Brannon, an attempt was made to determine the linguistic word classes used by these three groups of children. He reported, "A hearing impairment interferes with the acquisition of all word classes, not [just] certain ones." (59:285). The deaf used adverbs, prepositions and quantifiers less than did the other two groups. The hard-of-hearing children had lesser reduction in the number and varieties of words they used.

In a study to discover if the grammatical performance of the hard-of-hearing children differed significantly from that of normal hearing children, the results of Wilcox and Tobin indicated that hard-of-hearing children scored significantly lower in linguistic performance than did the normal hearing children. Their conclusion was that "...hard of hearing children acquire language in developmental patterns similar to those observed in normal hearing children, but that the developmental sequence is delayed." (138:292).

Wilcox's Ph.D. dissertation in 1970 (142) also examined the linguistic performance of hard-of-hearing and normal hearing children in regards to verb construction. Earlier studies, he felt, dealt with surface performance and he believed it was important to determine whether or not the hard-of-hearing child was actually using aberrant language patterns(identifiably different from normal hearing children of the same age) or merely delayed in the use of these patterns. He found that the differences between the hard-of-hearing and the normal hearing children's performances reflected a general delay in language development rather than deviant developmental patterns.

In an earlier study, Hardy, Pauls and Haskins in 1958 (82) attempted to determine what relationships existed between hearing impairment and language development. Their subjects were 20 hard-of-hearing children and 20 normal hearing children. Their findings indicated that the hard-of-hearing child's needs lie primarily in syntactical development. They stated:

> It is the achievement of fluency with the total, purposive sentence, rather than the individual word, that is the more debased or restricted by the fact of hearing impairment. This observation leads directly to the idea that the training of hearing-impaired (in contrast with aphasoid) children should be centered on the fuller language forms of the phrase and the sentence, instead of the word. It is at the reflexive level of putting words together that the hearing-impaired child needs most help. (82:26).

They noted that intelligence appears to have a much greater influence upon language acquisition with the hard-of-hearing population than with the normal hearing population. (82:26-27).

Many investigators were not specifically concerned with the hard-of-hearing population, however they often included some hard-of-hearing children in their studies of the deaf. Quigley reported a study by Biscaro on the language usage of students in grades four to seven in a school for the deaf, compared with that of normal hearing students of fifth grade level in elementary school. He stated:

> The total group of hearing impaired children used fewer verbs, prepositions, pronouns, and conjunctions than the normal hearing children....The hard of hearing used about the same percentage of nouns as the normals, and more conjunctions. (36:60).

An extensive study by Owrid in 1960 covered measurements of the spoken language of 372 hearing impaired children from eighteen months to eight years of age. He divided the groups by hearing loss--from 30 dB to 75 dB being considered hard-of-hearing, and greater than 75 dB, deaf. He reported that the differences of the scores of the two groups were statistically significant, and showed an increase in age levels. Those in the day schools (mainstreamed) scored higher than those in residential schools for the deaf. (35:65).

Language Acquisition and Training

There appear to be at least two major schools of thought as to how language develops. The psycholinguists (as exemplified by Chomsky, Lenneberg, Fodor and Katz, McNeill, Jacobovits and Miron, Dison and Horton) believe that the development of language is a natural process which is psycho-biologically dictated through the language acquisition device. Others (represented by Skinner, Lovaas, Sloane and MacAulay, Guess, Sulzbacher and Costello, Gray) support the position that language is a learned phenomena and can be accounted for by principles of learning. (14:4).

Liberman stated his belief in the innate ability for language acquisition in this manner:

> I believe, as do many other people who concern themselves with language, that human beings come equipped with the capacity to develop grammars, including... the grammar of speech that connects the phonetic message to the acoustic signal. (22:133).

Morehead and Ingram, in their studies of linguistically deviant children, reached the conclusion that the early stages in first language acquisition are difficult to impede. This, they believed, implied that there is a strong biological component for language development. Their final conclusions were that the linguistically deviant children "do not develop bizarre linguistic systems that are qualitatively different from normal children. Rather, they develop quite similar linguistic systems with a marked delay in the onset and acquisition time." (114-344).

McNeill concurred with the biological concept of language acquisition. He was convinced that there is an innate capacity to acquire language in both the hearing and non-hearing populations. The capacity to acquire language consists of two parts, according to McNeill: a source of hypotheses and ability to test the hypotheses against parental speech. The second of these two may be weakened in the hearing impaired--resulting in poor language acquisition skills in this population. (26:5-21).

Lenneberg appeared to be of two minds about the ways in which language is acquired. He recognized that it is now possible for a person, even with severe peripheral anomalies, to obtain mastery of language, but suggested that cerebral function is the determining factor for language behavior as it is known in contemporary society. (20:375). However, in referring to the differences in the ability of the deaf in acquiring language competence, he stated:

> I am inclined to believe that the failures in proficiency are primarily due to shortcomings in instruction and training, and not due to inherent learning incapacities of the deaf. (20:322).

Wells believed that, even though some innate linguistic knowledge may be necessary for language acquisition, it cannot be sufficient. In fact, he doubted if it is even necessary. He commented:

> If language acquisition is seen in its full context, it may only be necessary to posit a very general innate predisposition to develop increasingly more structured ways of interacting with the environment, provided that this environment includes meaningful instances of language in use. (152:3).

(It is just this kind of experience--with meaningful language--that is being pursued in this study.) One of the vital pre-requisites for language acquisition, Wells thought, is the child's emerging into an awareness of the distinction between himself and the world which is outside of that self. The child must be able to make the relationship between personal experience and public means of expression. This is what Wells believed acquiring language is all about. The fact that words in an utterance can mean more than one thing (e.g., Burning coal can be dangerous.) suggests than any theory which attempts to account for the child's acquisition of language must be able to cope with this irregular correspondence.

Whorf offered the explanation that the language in the culture in which the child grows up provides him/her with a ready-made framework in which to structure and make sense of experiences. This culture interprets the world for the child and provides a language system with which to clothe it. Whorf's theory thus sees language as "preceding, and providing the structure for, the organization of experience." (152:2).

Gray and Ryan found it difficult to accept the theory that the child has completely innate capacity to use and demonstrate syntax because they believe this is untestable. They have stated:

> To our knowledge, there is no reported evidence of a speaker using either a word from the language corpus of the listen[illegible] that the speaker never has been exposed to or a correct and unique grammar form that he has not ever seen or heard. On the other hand, there is considerable evidence that the potential speakers who have not been exposed to the language don't naturally develop either the words or the grammar. (14:165).

Mulholland was aware of the interplay of both the intrinsic and extrinsic factors in language acquisition amongst the deaf. She stated that the mere presence of two vital innate conditions such as intellectual ability and useful residual hearing would not guarantee successful language learning. Early linguistic training is essential, she believed. (116:359-364).

Many authorities concur with this need for early linguistic training for the hearing impaired. Calvert (62:79) pointed out the need for early and comprehensive intervention. Several investigators have stated that the most significant years in a child's language development are between one and four years of age. According to Penfield and Roberts, there is a definite limitation, physiologically, on ready acquisition of languages. Biologically, this clock runs down around the ninth year. In other words, the child's prime years for learning languages along with, and in addition to the mother tongue are up until this age. (104:362).

One piece of evidence that suggests that language is difficult, if not impossible, to acquire after its optimal age is past, is that the "Wild Boy of Aveyron" (the 12 year-old boy captured in 1797 in France) was not able to learn speech, presumably because he missed the opportunity to do so at a critical age. (53:271).

In the Soviet Union, hearing impaired children are trained in speech and language from age one year. Morkovin commented on this: "Mastery of language...elevates hearing impaired children to a developmental plane which enables them to enter personal and group relationships." (115:361).

Wyatt disagreed with a restricted limit on the optimum age for language acquisition and/or training. She said:

> Looking over the results of various training programs, we concluded also that the age of the child is not the most decisive variable determining the outcome of developmental or remedial language-training programs. (50:287).

That language stimulation and training play an important role in the language acquisition process has been demonstrated in a study contrasting the syntax and articulation skills of city and kibbutz children by Holdstein and Borus. Their findings showed positive relationships between early language development and substantial language stimulation, among other things. (84:14).

In early 1976, representatives from seven national organizations concerned with language learning met to discuss the need to develop cooperative steps so that the needs of all children in developing oral communication skills would be met. They noted that "...the development of effective oral skills for the majority of children in school is a pre-requisite to the acquisition of reading and writing skills." (65:302). Concurring with this, Flynn and Byrne quoted Dawson, "...throughout the program of reading instruction, a child's oral language usage defined his potential for learning to read and set the limits of his proficiency as a reader." (74:731).

In a discussion with other prominent authorities in the field of communication, Boothroyd (of the Clarke School for the Deaf) expressed a fear that "without a strong base in spoken language, that is, in receptive and productive spoken language, the child might learn reading strategies which are extremely destructive." (22:179). Such strategies, he believed, might interfere with the learning of more constructive reading habits. Clark, in Berg and Fletcher, also recommended that language be acquired in a natural manner, through experiences and verbal stimulation. He declared that language deprivation is seen as a major cause of reading inadequacies among hard-of-hearing children. (1:331-348).

Fallis, who indicated a strong belief in the early integration of the hearing impaired child into a regular classroom, was convinced that by providing constant exposure to language stimulation and early amplification, the hearing impaired child would be able to lead as reasonably normal a life as possible, as compared to a normal hearing peer. (73:367). In another discussion of the integration of a severely hard-of-hearing child into a regular classroom, Kowalsky expressed the belief that it was the hearing and speech environment of the classroom and home that helped this first grade student participate successfully in her class. The speech and language stimulation produced considerable improvement in this child's language production. She also received regular help from a speech therapist in the form of speech and language training. (96:357).

Early training methods also included not only considerable language stimulation, but provided the opportunity for the hearing impaired child to initiate his/her own language--based on the patterns which had been provided over a period of time. (58:347).

Holland reviewed many studies dealing with atypical children's language. She felt that with the growing contributions from the psycholinguistic and behavioral frames of reference, that psychologists and speech pathologists are able to apply this literature towards developing strategies to use in helping children with difficulties in language acquisition. The results of many studies suggest that more children who receive help are learning more language. (85:514). She believed, in addition, that it is important during the training to recognize the need to have the therapeutic process parallel normal language acquisition. In recognizing that all humans communicate, she recommended, "...language training must be to some very significant extent concerned with helping the child discover his own potential as a verbal communicator." (85:519).

Another advocate of using a natural approach by providing a wide range of experiential contacts is Bordie. He strongly suggested that it is far more beneficial to the child to expand his/her language repertory than to constantly correct the language being used daily. By encouraging contact with many forms of language usage, the student can become aware of a wide variety of language styles and learn that each of these has its own value and use. (5:85). Several investigators in Muma's report (117:8) indicated that the correction model is not recommended for learning syntax. They have found that expansion of the child's utterances was far more successful in improving the language production. An example of this expansion process is the following:

Child: "Doggy bark."
Clinician: "The doggy is barking." (117:9).

A most prominent theme running through the literature on language development is that children will learn language through verbal interaction with more mature speakers. Children learn language by using it. This includes those who learn it with some difficulty. (5:57).

Testing

In 1967, Shriner and Sherman conducted a large scale examination of oral language samples. They found that the best predictors in assessing language were: the mean of the five longest responses, the number of one-word responses, the number of different words, and the structural complexity score as developed by Templin. (45:81-82). The best single predictor was the mean length of response. (126:41-48).

Bordie, in 1971, reviewed an extensive amount of language tests and the research on such tests. He reported on a completely new aspect of positive indicators of language performance than had been observed before. As noted in research by McDavid and Austin, these are that:

> ...stress, intonation and pitch along with all associated paralanguage gestures were more indicative of language ability than any of the other usual language characteristics normally thought

> significant for measurement, such as syntax, vocabulary, grammar, and so on. (5:77).

Bordie further cited the nine significant predictors of language ability he discovered in his review of 200 educational experiments:

1. Varied and flexible vocabulary
2. Aural comprehension
3. Oral usage
4. Phonetic accuracy
5. Length and number of "T" units
6. Cloze ability
7. Frequency of use of tentativeness, relational words, conditional clauses, and optional grammatical patterns
8. Ability to restructure or rephrase
9. Ability to handle syntactic cues (5:80).

Morehead and Ingram commented in 1973 that established criteria do not exist for determining what an adequate sample size for oral linguistic analysis is. The number of utterances taken by researchers may vary from 50 to over 1500. (114:343).

Woodward was also concerned with the norms of language tests--in particular as they relate, or fail to relate, to hearing impaired children. When the hearing impaired child is compared with a normal hearing child, it is discouraging and does not give the area of strengths and weaknesses. If norms for the deaf are used (when available) the danger lies in perpetuating a very unsatisfactory status quo. She recommended using criterion-referenced testing which evaluated pupil performance in terms of specific learning or developmental tasks. She justified the implicit value of this by stating:

> This kind of testing is related to the teaching-learning process. It not only evaluates teaching, but also gives teaching a job to do. There is a direct correspondence between test items and teaching objectives, between testing categories and teaching categories. (140:230-231).

In a recently published book, in 1976, Oyer and Hardick observed the problem of testing the language performance of the hearing impaired:

> While there are not a large number of tests available and standardized for use with hearing-impaired children and adults, it is nevertheless possible to obtain information... (33:38).

In summing up, Bordie believed that the validity of most standardized tests of language performance is open to question. He stressed the need for a "definition of language which takes into account all of the abilities used in human communication." (5:87).

Hawaiian Islands Dialect--Pidgin

A person without adequate speech is isolated from effective communication with others. Girardeau and Spradlin believe it is the goal of those who work in a remedial speech and language setting to make the speech of a person approximate that of his/her community. (78:1). Farb expanded this to cover the grammatical acquisition of the child, in his statement, "...learning the appropriate use of language depends upon the speech community in which the child grows up and the social group to which he belongs." (53:281). That a child may be exposed to, and acquire other than a standard dialect, is both probable and acceptable. It is vital for each child, including the hearing handicapped one, to be able to communicate effectively with members of the social and speech community to which he/she belongs.

Unfortunately, in Hawaii, as well as in other areas in which non-standard dialects are used, there has been considerable denegation of the importance of the local dialect as an effective communication tool. (50, 52, 53, 63, 67, 86, 105, 118, 122, 128, 135). It has only been in the past few years that the Hawaiian Islands Dialect (also referred to as Pidgin) has been accepted as a satisfactory communication code. Crowley, in commenting on the Pidgin spoken by the residents of Keaukaha, Hawaii, stated that Pidgin "...has proved to be satisfactory to the children and their parents in every respect..." because it has become "...the medium through which needs, wants, affections, and all other social experiences have been communicated." (67:126). Although the Hawaii State Department of Education made an official statement to the effect that "Hawaiian Islands Dialect is a respectable, useful tool of communication for its speakers," (36:x), many teachers and others continue to regard this dialect as an inferior form of language and discourage its use. This is a subject still unresolved in Hawaii. The use of other non-standard dialects is the source of considerable debate in other areas of the nation, also. (49).

In defense of the use of non-standard dialects, in particular Hawaiian Islands Dialect (Pidgin), the following is offered. Brown and Bellugi commented that "A telegraphic transformation of English generally communicates very well." (6:10). This is because this form retains high-information words and drops low-information words. It is similar to young children's speech. These low-information words are weakly stressed in speech--and are probably not even heard by the hearing impaired child. This would account for considerably less use of such words by the hard-of-hearing child.

Kretschmer summarized the current research on the hearing impaired by noting three areas of concensus: 1) there is a delay in most hearing impaired children's language performance; 2) there seems to be a pervasiveness of deviant rule usage, particularly in the semantic area and with complex sentence patterns; and 3) there are many convergent language behaviors that improve with age. He stated, "Such conclusions support the notions that the language of hearing impaired persons might best be described as a dialect of English, analogous to any dialect of sociologically or linguistically isolated groups." He expanded this further, with, "A dialect by definition is a systematic variant of any natural language that is still mutually intelligible to users of the dominant language, as in this case, normally hearing speakers." (97:66).

Nunes believed it was totally wrong to attempt to eliminate Pidgin. She pointed to the continuous instances of failure in the public schools of Hawaii to discourage the use of this dialect. She stated:

> One fundamental fact ignored is the centrality and tenacity of language in our lives. Because language is so intimately a part of our feelings and daily activities, our nationality and religion, indeed our very selves, any attempt to mandate it out of existance is bound to meet with resistance and ultimate failure. (118:4).

Nunes, Loban and others believed that the aim in Hawaii should be for bi-dialectalism. Nunes said that it is the obligation of not only the schools, but a collective responsibility in which all members of the community share joint responsibility in developing.

Hormann agreed with this position. He commented, "There is nothing inherently inferior in the Hawaiian dialect of English. A language, after all, is how people talk, not how someone thinks they should talk." (86:9). It is important for children to grow up in an atmosphere of warm use of language. (This has meaning for the hearing impaired child who is often denied access to such experience. The normal hearing youngster acquires all of the nuances of the home language--including many functor words. The hard-of-hearing child must acquire this experience more deliberately--and these experiences usually come at a later age than for the normal hearing child.) Hormann further remarked, "One never feels fully at home in a language until he has used it in natural social situations and has imaginatively taken the role of other people in that language." (86:16).

Smith's remarks can also be interpreted in the light of the hearing impaired child's need for a warm, social contact via language. He stated, in an article written more than forty years ago, that "...language tends to shorten the process of coming into possession of a social inheritance." (128:15).

Lind based his research of the communication problems of Island youth on the statements of students themselves. He noted that they are aware of the difficulties they may experience because of an inability to communicate in standard dialect. His conclusions back up what other researchers propose--the necessity of developing an ability in bi-dialectalism. (103:44-53).

An interesting aspect of the development of Pidgin is the impact of both the schools and children upon the dialect. Reinecke and Tokimasa believed that these two forces exerted sufficient influence to convert the Pidgin into a dialect. The schools had the initial strong effect, and the children's contribution is currently very important. They believe there is a moving towards standard American dialect, but that the Hawaiian Islands Dialect will always be a viable form of communication as long as its speakers derive satisfaction and pleasure from its use. (122:48-58).

Volunteers

Volunteers are being used in a variety of ways. Traditionally, they have given time and energy to community services (i.e., Boy and Girl Scouts, Big Brothers and Big Sisters, March of Dimes, Red Cross, United Way, etc.). Additional outlets for the help offered by the adult volunteer developed in recent years include the following: as a Court Volunteer (including Family Court, Adult Probation, District Court Levels) (150); as an assistant to the blind and partially sighted (129); as an aide in classes for the hearing impaired (69, 151); as a tutor in remediation (37); and as a companion to the young handicapped or to the lonely elderly in nursing homes. (93).

In more recent years, the schools have welcomed the help available from volunteers and have many volunteers performing invaluable services. Ruddell noted that one of the nine recommendations of the Report of the National Advisory Commission on Civil Disorders (in 1968) was for "enlarged opportunities for parents and community participants in public schools." (37:580). He recognized that children learn from many people, in many places and ways--therefore, there is a need for expanded staff to attempt to cover the child's learning, which takes place during most of his/her waking hours.

Schwartzberg suggested to parents of hearing impaired children that they "borrow" people--in order to expand the experiences of their children. (125:301). She recognized that the parents could provide much to help their children learn and acquire language--but that they needed much more. The community offers an often untapped resource.

Guralnick used volunteers in a language development program as teachers of severely handicapped children. Intensive relationships between the student and volunteers developed and resulted in expansion of language repertoires in these language deviant children. He recommended use of volunteers be expanded. (81:48).

Danahy also recognized that the school, as one of the primary sources of the hearing impaired's training, is not enough. He said, "The hearing impaired child requires such extensive educational preparation and reinforcement that educators must look outside of themselves for the solution." (69:154).

On the island of Oahu, the most populous of the

Hawaiian Islands, an organization was formed in 1973 solely for the purpose of organizing and coordinating volunteer services for the deaf. Their purpose was given: "To promote educational and recreational activities for deaf persons through the coordination of volunteers and other community resources." (151:7). They provide training for these volunteers and utilize them, for the most part, in direct and supportive services to the Hawaii School for the Deaf and Blind, and other classes for hearing impaired on Oahu. Another function of the volunteers recruited through this agency is Partners in Friendship. This is similar to Big Brothers and Big Sisters--in that these volunteers provide companionship and encouragement for selected deaf and hard-of-hearing students.

Summary:

If language acquisition is biologically dictated (with satisfactory language performance the expected result), then all hard-of-hearing persons with normal intelligence should be able to acquire and achieve language performance successfully. If language training is important (and even necessary to the development of language in the hearing impaired), then it should be provided. This paper does not intend to provide answers to the manner in which children acquire and perform in language--the assumption made is that if either or both views are applicable, then something is still very lacking in the current linguistic performance of hard-of-hearing school children.

Many training programs for both the hearing impaired and other linguistically-delayed populations endorse a natural approach to help these persons achieve satisfactory linguistic performance. The emphasis is upon providing both experience and verbal stimulation in an effort to encourage the child to increase his/her language output. In a long term study of mainstreamed hearing impaired children, investigators hypothesized that children will continue to learn language through exposure to the natural environment of the classroom. (94:71-81). Cosper suggested that exposing the hearing impaired to a variety of extra-curricular activities in the home and community to develop communicative and social skills is necessary for successful adult life. (32:193-195).

It has been demonstrated that the need for improved linguistic performance for hard-of-hearing children exists. The need for investigating programs that may be effective in achieving this also exists. Programs based on the natural approach may provide the answer. There is only a limited amount of time available through the Hearing Specialist's supportive services. However, it is recognized that the help presently given either is not sufficient, or does not have the right emphasis to provide the improvement in language performance needed by these hard-of-hearing children. Ling very strongly stated that, "The child's need for speech experience is not bounded by the walls of a clinic or classroom." (23:4). A time limit was also present in the homes of children in which both parents were employed outside the home (a total of 65 percent among this study's population.) For this reason, the resource of adult volunteers was explored.

It may be important to acknowledge that the hard-of-hearing child may need to learn to use standard American dialect. This child's natural language (to the extent that it occurs) shows similarity to Pidgin, the Hawaiian non-standard dialect of the peer group. The subjects in this study received limited exposure to both standard dialect and Pidgin, while missing something of both due to their hearing losses.

CHAPTER III

METHODOLOGY

The research design of this study combined experimental and case study designs. The experimental aspect consisted of a nonrandomized control-group pretest-posttest design. (16:43). The experiment consisted of testing two modes of language stimulation and training--one with Experimental Group 1 and one with Experimental Group 2. The case study design consisted of anecdotal records kept by the hearing specialist on each of the ten experimental subjects. The focus of the anecdotal records was on the degree of spontaneity in oral and written language, the overall content of that language, the ability of the child to elaborate or expand his/her language, and the general behavior of the child during the contact with the hearing specialist.

The Population

All of the children live in an island community which has the tourist industry, sugar and pineapple companies as its economic base. Most of the parents of these children are employed by one or another of these major industries. Specifically, ninety percent of the parents of the Control subjects, one hundred percent of the parents of the Experimental Group 1 subjects, and eighty percent of the parents of the Experimental Group 2 subjects are so employed.

All of the children are exposed to both standard dialect (mostly in school) and non-standard dialect (Pidgin.) Many are exposed regularly to other languages (and are, themselves, bi-lingual) as Hawaii has a multi-national and multi-ethnic population. The children know and use Hawaiian loan-words in their daily speech (e.g.: pau= finished, make=dead, puka=hole, kau-kau=food, Haole= white, usually Caucasian mainlander, etc.). Most of them know and use other loan-words mixed in with their use of both standard and non-standard dialect. (11:81-110).

Formation of the Groups

In the school year 1976-77, there were two hearing specialists employed in Maui District. Both of these hearing specialists were involved in the study.

The geographical dispersal of hearing impaired students on the island of Maui, Hawaii, was such that the school administration made the caseload division on that basis. The two hearing specialists's caseloads were also made equal in size. Because of the distances involved to contact all of the students, it was decided to use intact groups for control and experimental subjects. The same person handling the experimental subjects could insure the consistency, completeness and continuity of the training of Experimental Group 2 and the collection of data in the anecdotal records for all experimental subjects. Therefore, the caseload of students geographically assigned to the Experimenter/Hearing Specialist became Experimental Groups 1 and 2, and the other caseload of students was designated as the Control Group. An examination of the means and standard deviations of the pre-test scores of the combined experimental groups and the control group were compared for similarity. In the four areas of Verbal I.Q.'s (Peabody Picture Vocabulary Test), words per sentence and syntax quotients (Picture Story Language Test--written) and the words per utterance (oral language sample), the t-values were not significant at 0.05. A t-test applied to a comparison of the average binaural hearing losses (in the 500 to 4,000 Hz. range) and the chronological ages of the students in all groups yielded the same results at the 0.05 level of significance. (See Tables 1 and 2.) The null hypothesis could not be rejected.

Experimental Groups

Selection of Experimental Group 1
and Experimental Group 2

Experimental Group 1: During the spring of 1976, the Big Brothers/ Big Sisters agency of Maui was approached and

TABLE 1

AVERAGE BINAURAL HEARING LOSSES

Group	Mean	Standard Deviation
Control	44 dB.	13.04
Combined Experimental	54 dB.	19.67

t value= 1.271 N.S.

TABLE 2

CHRONOLOGICAL AGES IN MONTHS

Group	Mean	Standard Deviation
Control	143	30.42
Combined Experimental	126	30.04

t value= 1.192 N.S.

presented with the idea of using their adult volunteers to provide experiences and language stimulation to hard-of-hearing youngsters. Although the agency primarily provided volunteers for children with a missing parent, its officials expressed interest in working with other youngsters in need. By August of 1976, the Big Brothers/Big Sisters Board approved the acceptance of children with special needs into the Little Brothers/Little Sisters program.

Criteria: The children who became Experimental Group 1 subjects were selected primarily because of demonstrated deficits in language performing skills. While all hard-of-hearing children in the caseloads of the Hearing Specialists showed a need for improvement in language skills, not all of them had the same degree of need. If the child had access to an unusually perceptive adult in the home who could help to expand his/her language, the need was greatly reduced. The following criteria met both the requirements of the hard-of-hearing children and the Big Brothers/Big Sisters Agency:

1. The child had great difficulty in expressive language, being some two or more years behind the expected development for his/her chronological age.

2. The child exhibited difficulty in social interaction as demonstrated by lack of interpersonal contacts in school (reported by teachers) and difficulty in communicating his/her needs to and amongst his/her peers.
3. The child had had limited opportunities to participate in social and community activities because of the hearing loss and/or limited family participation in such activities.
4. The child's teacher(s) expressed concern over his/her slow language progress (oral, written, reading) which was seriously handicapping the child's academic achievement.

Three of the ten experimental children did not meet all of the criteria, exhibiting problems in the first criterion only. The parents of the seven of the experimental children who did meet the criteria were contacted by the Hearing Specialist. At this conference, the purpose of this extended language experience with a Big Brother/Big Sister was explained. Once the parents expressed a desire for such help, formal application procedures were begun through agency channels. The first five children processed and accepted by the Big Brothers/Big Sisters agency were then designated as Experimental Group 1. The remaining two children became a part of Experimental Group 2 and received the special training given that group for the remainder of the study.

After the child's application was processed, it was necessary to wait for a suitable volunteer Big Brother/ Big Sister to be located. Once the search for a volunteer was successful, "matching" sessions were arranged by the agency Caseworker and the Big Brother/Little Brother or Big Sister/Little Sister teams began their relationships. The locating of a suitable "match" was often a very slow process--as such volunteers are in great demand, and the children in Experimental Group 1 were "matched" throughout the fall of 1976. However, all Experimental Group 1 children were included in the group activities of the Big Brothers/Big Sisters agency once their applications had been processed.

Description of Groups

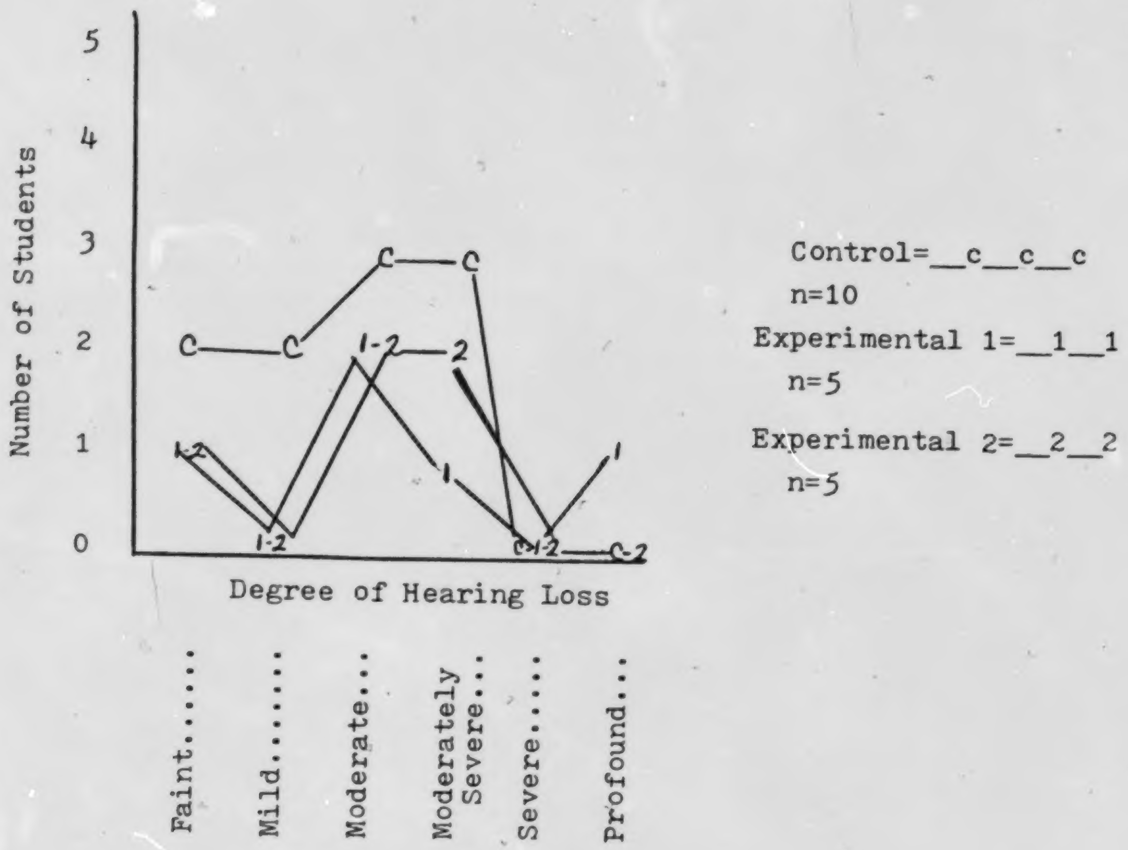
Control Group: There were four females and six males in this group, ranging in age from eight years to seventeen years four months. They were in grades three to ten. The ethnic backgrounds included Filipino, Hawaiian and Mixed. Some sixty-seven percent came from homes in which both parents were employed outside of the home. All of these students had siblings. Seventy percent of the siblings had hearing losses, all of whom needed and received supportive services from the Hearing Specialist. The hearing losses of the control subjects ranged from faint to moderately severe, with a mean of 44 dB average binaural hearing loss in the 500 to 4,000 Hz. range. (See Figure 1.) Three of the children did not wear hearing aids or amplification of any kind, except for the use of the auditory trainer during sessions with the Hearing Specialist.

Experimental Group 1: There were four females and one male in this group, with an age range from six years to eleven years ten months. The grade levels were from first to seventh. The ethnic backgrounds were Filipino and Hawaiian. Forty percent were from homes in which both parents worked outside of the home. All of the children had siblings, however, only sixty percent of the children had siblings with hearing losses. These three children were related and all are included in this group. The hearing losses in the group ranged from faint to profound, with a mean of 54 dB average binaural hearing loss in the 500 to 4,000 Hz. range. Four of these children had not been fitted with hearing aids, due to parental reluctance. However, two of the four used a wearable auditory trainer daily in school.

Experimental Group 2: There were four females and one male in this group, also, with an age range from six years nine months to thirteen years two months. The grade levels were from second to eighth. The ethnic backgrounds included Caucasian, Japanese and Mixed. Sixty percent were from homes in which both parents worked outside of the home. All of the children had siblings, with forty

FIGURE 1

HEARING LOSSES BY GROUPS



Classification used by the Department of Education: (55:7)

Faint= -10--25 dB
Mild= 26--40 dB
Moderate= 41--55 dB
Moderately Severe= 56--70 dB
Severe= 71--90 dB
Profound= 91--110 dB

percent of these siblings having hearing losses. These siblings did not need, or receive, the services of the Hearing Specialist, however. The hearing losses in this group ranged from faint to moderately severe, with a mean of 53 dB. average binaural hearing loss in the 500 to 4,000 Hz. range. All of the children had been fitted with individual ear level hearing aids and all but one wore them regularly full-time. The one student who did not, was inconsistent in her wearing habits.

Procedure

1. Testing

The following tests were administered to, and data collected from, all students during the first and ninth months of the 1976-77 school year:

A) Oral language sample.

A tape recording was made of a minimum of fifty utterances given by each subject in response to stimulus pictures. The utterances were then analyzed and placed into seven response categories which represented an adaptation of the analysis of Johnson, Darley and Spriestersbach done by Yater and Sims. (51:101).

1) Naming only

2) Listing

3) Functionally and structurally incomplete responses
4) Functionally complete but structurally incomplete or incorrect responses
5) Simple sentences without phrases
6) Simple sentences with phrases
7) Compound or complex sentences

B) Peabody Picture Vocabulary Test, forms B (pre-test) and A (post-test).

This test was designed to give an estimate of the child's verbal intelligence by measuring his/her hearing vocabulary. It was standardized on 4,012 children aged two years six months to eighteen years, in Nashville, Tennessee in 1958. The test has since been used on many diverse groups of children, including the retarded, physically handicapped and the deaf.

C) Picture Story Language Test. (29).

This test was developed as a diagnostic instrument for appraising normal and abnormal written language development. It was planned to be used both as a standardized test of facility with written language and as an instrument in the differential diagnosis of learning disabilities. Standardization was carried out in 1965 on a sample of 747 normal children aged seven to seventeen, from three populations in a midwestern state: urban, suburban and rural. Since that time, additional studies were done using the Picture Story Language Test. One study involving 238 third and fourth graders produced results that were in close agreement with the original findings. The author, Myklebust, stated that "...therefore, the norms as established can be used for interpretation of test scores for most school children." (30:26).

Another study of this test, conducted by Tuana and her associates, involved 781 Uruguayan children. This provided "definitive comparison between Uruguayan and American children in acquisition of written language and provided information on learning Spanish as compared with learning English." (30:46).

Myklebust also conducted an extensive research project to determine the effects of certain handicaps (reading disability, mental retardation, speech defects and social-emotional disturbance) on the development and disorders of written language. He used control groups of equal size to those of the children in special education (with the above-mentioned handicaps.) He reported his findings and norms for these special groups in 1973. (30).

2. Experimental Training

A) Experimental Group 1

The five children in this group received the regular program of the Hearing Specialist and, in addition, had extra-curricular activities provided by their Big Brother/Big Sister. These activities were designed to provide the experiences and language stimulation the children had not had previously.

The Big Brother/Big Sister assigned to a hard-of-hearing child was provided with orientation materials and suggestions of ways in which to enrich the child's language, as prepared by the Hearing Specialist/Experimenter. (Appendix). He/She was also contacted regularly on the development of the friendship/relationship. The Big Brother/Big Sister was also encouraged to contact the Hearing Specialist whenever he/she felt the need. Aside from these general guidelines, no attempt was made to influence the relationship or structure the activities.

B) Experimental Group 2

In addition to the regular program presented to all hard-of-hearing students, the five children in Experimental Group 2 were given two additional language tasks to perform during their regular sessions with the Hearing Specialist--an oral and a written language task.

The oral task was to be able to give extemporaneous talks, descriptions and speeches lasting from one to five minutes, and to evaluate their own performance each time. These talks were taped periodically, to allow for more effective student evaluation. The instruction varied, according to student need--but the emphasis was upon learning an effective second dialect (standard English) and establishing confidence in the ready use of this dialect.

The written task involved compositions on a variety of topics, selected by both student and teacher. The compositions were reviewed and gradually expanded to encompass a better grasp of standard English.

All students' use of Pidgin was accepted as a more informal means of communication. However, the students in Experimental Group 2 were given very specific instructions that they were expected to be able to both speak and write in the second dialect of "school" English--with increasing facility.

Presentation and Analysis of Data

As the subjects in this experimental study were not able to be randomly selected, a t-test was used to determine if there were a significant difference in the hearing vocabulary between the combined experimental groups and the control group. The Peabody Picture Vocabulary Test pre-test scores on the Verbal I.Q. were used for this determination. The results, at a 0.05 level of confidence, indicated that there was no significant difference between the combined experimental groups and the control group; that they did, indeed, come from the same population. (t= 0.14.)

The pre- and post-test of the Peabody Picture Vocabulary Test yielded Verbal I.Q. scores, Mental Ages and percentile rankings. Only the Verbal I.Q. scores were used to test the null hypotheses that there was no significant differences between the performances of the two experimental groups (separately and combined) and the control group.

The oral language samples taken at the beginning and end of the experimental period yielded raw scores on the mean length of expression units (the equivalent of, yet not necessarily identical to, sentences). The remaining data from this oral language analysis have been presented in graph form and discussed in Chapters IV and V. Only the mean length of expression units was subjected to statistical analysis.

The Picture Story Language Test yielded raw data on words per sentence, total words, total sentences and also gave a Syntax Quotient and an Abstract-concrete score. The words per sentence and the Syntax Quotient scores were selected for statistical analysis.

For each of these measures, the null hypotheses were tested:

1. There will be no difference between the amount of improvement in the oral language (as measured by words per sentence), written language (as measured by words per sentence and Syntax

Quotient) and lexicon (as measured by Verbal I.Q.) produced by the Experimental Group 1 and the Control Group.

2. There will be no difference between the amount of improvement in the oral language (as measured by words per sentence), written language (as measured by words per sentence and Syntax Quotient) and lexicon (as measured by Verbal I.Q.) produced by the Experimental Group 2 and the Control Group.
3. There will be no difference between the amount of improvement in the oral language (as measured by words per sentence), written language (as measured by words per sentence and Syntax Quotient) and lexicon (as measured by Verbal I.Q.) produced by the two experimental groups combined and that of the Control Group.

The statistical criterion employed was a one-tailed t-test at 0.05 level of confidence or better based on the mean intragroup difference between the gains made from pre-test to post-test.

During the entire experimental period, anecdotal records were kept regularly on all Experimental Group 1 and Experimental Group 2 subjects. These are summarized in Chapter IV and the full records included in the Appendix.

CHAPTER IV

DATA PRESENTATION AND STATISTICAL ANALYSIS

The purpose of this study was to investigate the effects of two supplemental language stimulation programs upon the oral and written language performance of hard-of-hearing school aged children.

Data from the Peabody Picture Vocabulary Test, Form B, were subjected to a t-test analysis to determine if the Control Group and the combined experimental groups came from the same language performing population. Table 3 gives the data on the Verbal I.Q. scores and the t score results. The mean Verbal I.Q. score for the Control Group was 62, and the standard deviation was 16.16. The mean Verbal I.Q. score for the combined experimental groups was 63, and the standard deviation was 13.85. The t value was not significant. This would support an hypothesis that the combined experimental groups and the Control Group came from the same language performing population.

TABLE 3

MEASURES OF CENTRAL TENDENCY OF PRE-TRAINING SCORES FROM THE PEABODY PICTURE VOCABULARY TEST VERBAL I.Q.

Group	Mean	Standard Deviation
Control	62	16.16
Combined Experimental	63	13.85
t=N.S.		

In order to evaluate the effects of the supplemental language programs upon the oral and written language skills of the subjects, it was necessary to evaluate the gains made by each of the three groups. For each measure, a t-test was used to determine if the gains were significant at 0.05 or better.

The first hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the oral language produced by Experimental Group 1 and the Control Group. The mean pre-test score of Experimental Group 1 was 3.68 and the post-test mean was 7.12, with a mean gain of 3.44. The mean pre-test score of the Control Group was 6.35 and the post-test mean was 6.63, with a mean gain of 0.19. The t score was 4.194. This was significant at a 0.01 level of confidence and the first hypothesis was rejected. (See table 4.)

TABLE 4

PRE- AND POST-TEST MEANS AND GAINS IN ORAL LANGUAGE SAMPLES OF WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	6.35	1.37	6.63	1.89	0.19
Experimental Group 1	3.68	1.86	7.12	3.48	3.44
$t = 4.194$	$P < 0.01$				

The second hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the oral language produced by Experimental Group 2 and the Control Group. The mean pre-test score of Experimental Group 2 was 7.37 and the post-test mean was 10.46, with a mean gain of 3.09. The mean pre-test score of the Control Group was 6.35 and the post-test mean was 6.63, with a mean gain of 0.19. The t score was 3.742. This was significant at a 0.01 level of confidence and the second hypothesis was rejected. (Table 5.)

TABLE 5

PRE- AND POST-TEST MEANS AND GAINS IN ORAL LANGUAGE SAMPLES OF WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	6.35	1.37	6.63	1.89	0.19
Experimental Group 2	7.37	1.64	10.46	1.56	3.09

$t = 3.742$ $P < 0.01$

The third hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the oral language produced by the two experimental groups combined and the Control Group. The mean pre-test score of the combined experimental groups was 5.53 and the post-test mean was 8.79, with a mean gain of 3.26. The mean pre-test score of the Control Group was 6.35 and the post-test mean was 6.63, with a mean gain of 0.19. The t score was 4.575. This was significant at 0.01 and the third hypothesis was rejected. (Table 6.)

TABLE 6

PRE- AND POST-TEST MEANS AND GAINS IN ORAL LANGUAGE SAMPLES OF WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	6.35	1.37	6.63	1.89	0.19
Combined Experimental	5.53	2.55	8.79	3.17	3.26
$t = 4.575$	$P < 0.01$				

The fourth hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the written language produced by Experimental Group 1 and the Control Group. The mean pre-test score of Experimental Group 1 was 7.16 and the post-test mean was 9.89, with a mean gain of 2.73. The mean pre-test score of the Control Group was 8.94 and the post-test mean was 7.43, with a mean gain of -1.51. The t score was 3.719. This was significant at 0.01 and the fourth hypothesis was rejected. (Table 7.)

TABLE 7

PRE- AND POST-TEST MEANS AND GAINS IN WRITTEN LANGUAGE SAMPLES WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	8.94	2.36	7.43	1.50	-1.51
Experimental Group 1	7.16	1.79	9.89	3.40	2.73
$t = 3.719$	$P < 0.01$				

The fifth hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the written language produced by Experimental Group 2 and the Control Group. The mean pre-test score of Experimental Group 2 was 10.35 and the post-test mean was 12.30, with a mean gain of 2.35. The mean pre-test score of the Control Group was 8.94 and the post-test mean was 7.43, with a mean gain of -1.51. The t score was 2.795. This was significant at 0.01 and the fifth hypothesis was rejected. (Table 8.)

TABLE 8

PRE- AND POST-TEST MEANS AND GAINS IN WRITTEN LANGUAGE SAMPLES WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	8.94	2.36	7.43	1.50	-1.51
Experimental Group 2	10.35	2.21	12.20	1.65	2.35
$t = 2.795$	$P < 0.01$				

The sixth hypothesis stated that there will be no difference between the amounts of increase in words per sentence in the written language produced by the two experimental groups combined and the Control Group. The mean pre-test score of the combined experimental groups was 8.76 and the post-test mean was 11.3, with a mean gain of 2.54. The mean pre-test score of the Control Group was 8.94 and the post-test mean was 7.43, with a mean gain of -1.51. The t score was 3.480. This was significant at 0.01 and the sixth hypothesis was rejected. (Table 9.)

TABLE 9

PRE- AND POST-TEST MEANS AND GAINS IN WRITTEN LANGUAGE SAMPLES WORDS PER SENTENCE

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	8.94	2.36	7.43	1.50	-1.51
Combined Experimental	8.76	2.23	11.30	3.00	2.54

t 3.480 $P < 0.01$

The seventh hypothesis stated that there will be no difference between the amounts of improvement in the written syntax produced by Experimental Group 1 and the Control Group. The mean pre-test Syntax Quotient score of Experimental Group 1 was 76.4 and the post-test mean was 90.8, with a mean gain of 14.4. The mean pre-test Syntax Quotient score of the Control Group was 84.8 and the post-test mean was 80.3, with a mean gain of -4.5. The t score was 2.63. This was significant at 0.05 and the seventh hypothesis was rejected. (Table 10.)

TABLE 10

PRE- AND POST-TEST MEANS AND GAINS
IN WRITTEN LANGUAGE SAMPLES
SYNTAX QUOTIENT

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	84.8	2.36	80.3	9.144	-4.5
Experimental Group 1	76.4	11.93	90.8	7.547	14.4

$t = 2.62$ $P < 0.05$

The eighth hypothesis stated that there will be no difference between the amounts of improvement in the written syntax produced by Experimental Group 2 and the Control Group. The mean pre-test Syntax Quotient of Experimental Group 2 was 90.2 and the post-test mean was 94.0, with a mean gain of 3.8. The mean pre-test Syntax Quotient score of the Control Group was 84.8 and the post-test mean was 80.3, with a mean gain of -4.5. The t score was not significant. The eighth hypothesis could not be rejected. (Table 11.)

TABLE 11

PRE- AND POST-TEST MEANS AND GAINS
IN WRITTEN LANGUAGE SAMPLES
SYNTAX QUOTIENT

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	84.8	2.36	80.3	9.144	-4.5
Experimental Group 2	90.2	4.02	94.0	4.604	3.8
t= N.S.					

The ninth hypothesis stated that there will be no difference between the amounts of improvement in the written syntax produced by the two experimental groups combined and the Control Group. The mean pre-test Syntax Quotient score of the combined experimental groups was 83.3 and the post-test mean was 92.4, with a mean gain of 9.1. The mean pre-test Syntax Quotient score of the Control Group was 84.8 and the post-test mean was 80.3, with a mean gain of -4.5. The t score was 2.548. This was significant at 0.02 and the ninth hypothesis was rejected. (Table 12.)

TABLE 12

PRE- AND POST-TEST MEANS AND GAINS
IN WRITTEN LANGUAGE SAMPLES
SYNTAX QUOTIENT

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	84.8	2.36	80.3	9.144	-4.5
Combined Experimental	83.3	11.26	92.4	6.359	9.1

$t = 2.548$ $P < 0.02$

The tenth hypothesis stated that there will be no difference in the amounts of improvement in the aural lexicon produced by Experimental Group 1 and the Control Group. The mean pre-test aural lexicon (Verbal I.Q.) score of Experimental Group 1 was 57 and the post-test mean was 66.4, with a mean gain of 9.2. The mean pre-test Verbal I.Q. score of the Control Group was 62 and the post-test mean was 65.6, with a mean gain of 3.6. The t score was not significant. The tenth hypothesis could not be rejected. (Table 13.)

TABLE 13

PRE- AND POST-TEST MEANS AND GAINS
IN AURAL LEXICON
VERBAL I.Q.

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	62	16.16	65.6	15.58	3.6
Experimental Group 1	57	15.89	66.4	12.94	9.2
t= N.S.					

The eleventh hypothesis stated that there will be no difference in the amounts of improvement in the aural lexicon produced by Experimental Group 2 and the Control Group. The mean pre-test Verbal I.Q. score of Experimental Group 2 was 69 and the post-test mean was 81.2, with a mean gain of 12.6. The mean pre-test Verbal I.Q. score of the Control Group was 62 and the post-test mean was 65.6, with a mean gain of 3.6. The t score was 1.996. This was significant at 0.05 and the eleventh hypothesis was rejected. (Table 14.)

TABLE 14

PRE- AND POST-TEST MEANS AND GAINS
IN AURAL LEXICON
VERBAL I.Q.

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	62	16.16	65.6	15.58	3.6
Experimental Group 2	69	7.68	81.2	5.53	12.6

$t = 1.996 \quad P < 0.05$

The twelfth hypothesis stated that there will be no difference in the amounts of improvement in the aural lexicon produced by the two experimental groups combined and the Control Group. The mean pre-test Verbal I.Q. score of the combined experimental groups was 63 and the post-test mean was 73.8, with a mean gain of 10.9. The mean pre-test Verbal I.Q. score of the Control Group was 62 and the post-test mean was 65.6, with a mean gain of 3.6. The t score was 2.472. This was significant at 0.025 and the twelfth hypothesis was rejected. (Table 15.)

TABLE 15

PRE- AND POST-TEST MEANS AND GAINS
IN AURAL LEXICON
VERBAL I.Q.

Group	Pre-Test	Standard Deviation	Post-Test	Standard Deviation	Mean Gain
Control	62	16.16	65.6	15.58	3.6
Combined Experimental	63	13.85	73.8	12.4	10.9

$t = 2.472$ $P < 0.025$

Oral Complexity

Figures 2 through 9 show the changes that occurred in the complexity of the oral language exhibited by all groups during the oral language testing. The improvement, when it occurs, would be shown by a decrease in the less complex language forms (levels 1, 2, 3 and 4) and an increase in the more complex forms (levels 5, 6 and 7.) The Control Group showed a very slight drop in the percentage of speech produced on level 1 and a slight drop on level 4. The percentage of speech produced on levels 2 and 3 increased, however. In the more complex levels, both levels 5 and 7 decreased, while level 6 increased minimally. Rather than making the gains expected during the year, this group showed losses in the complexity of its oral language production. (Figures 2 and 3.)

Experimental Group 1's growth in complexity of the oral language skills was positive. There were decreases in all but level 2 of the lower levels of complexity, and definite gains in the three upper levels of complexity. (Figures 4 and 5.)

Experimental Group 2's growth was by far the most outstanding. The decreases occurred in all lower levels and the increases were present in levels 6 and 7. (Figures 6 and 7.)

The combined experimental group percentages followed much the same picture--with the expected decreases (indicating increased complexity) in all lower levels except for level 2, and increases in the more complex levels. (Figures 8 and 9.)

FIGURE 2

COMPLEXITY OF ORAL LANGUAGE
CONTROL GROUP
PRE-TEST

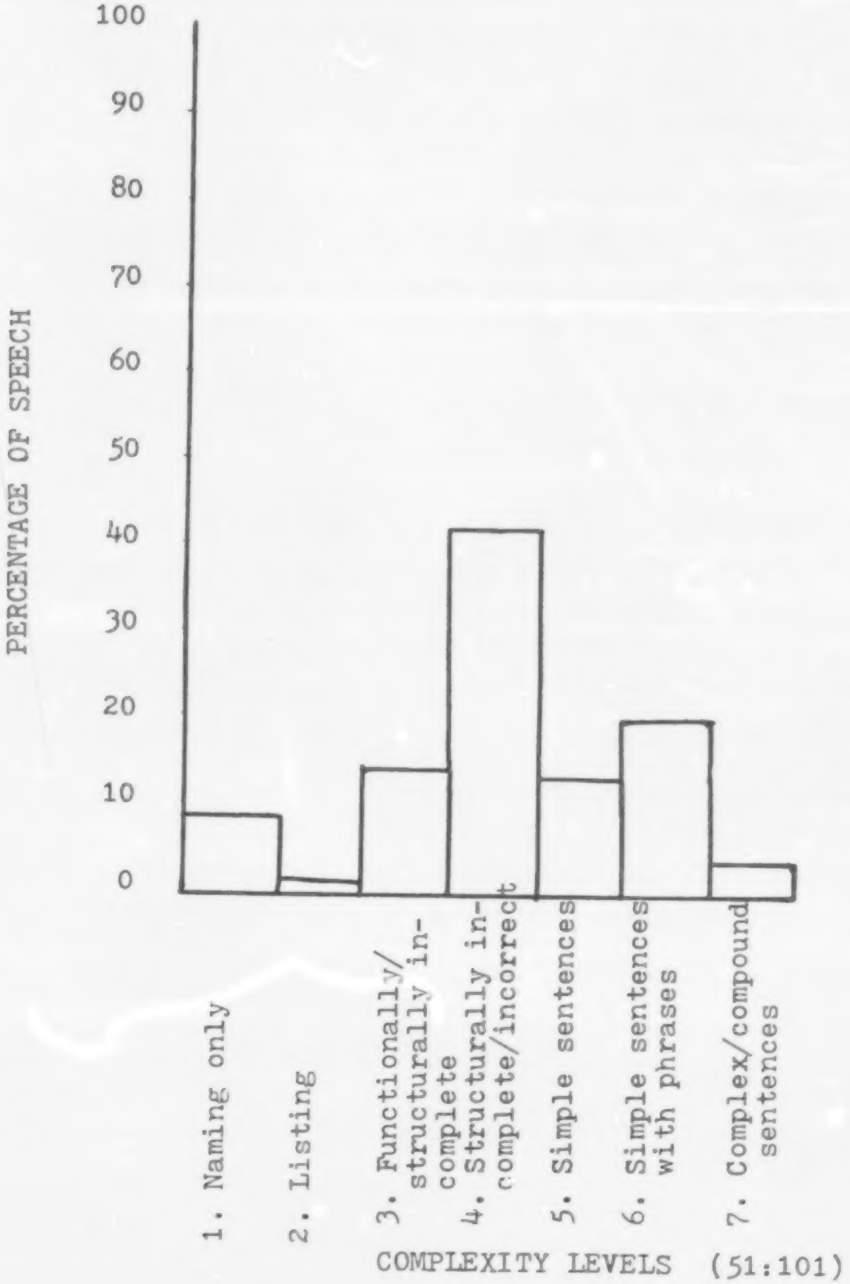


FIGURE 3

COMPLEXITY OF ORAL LANGUAGE
CONTROL GROUP
POST-TEST

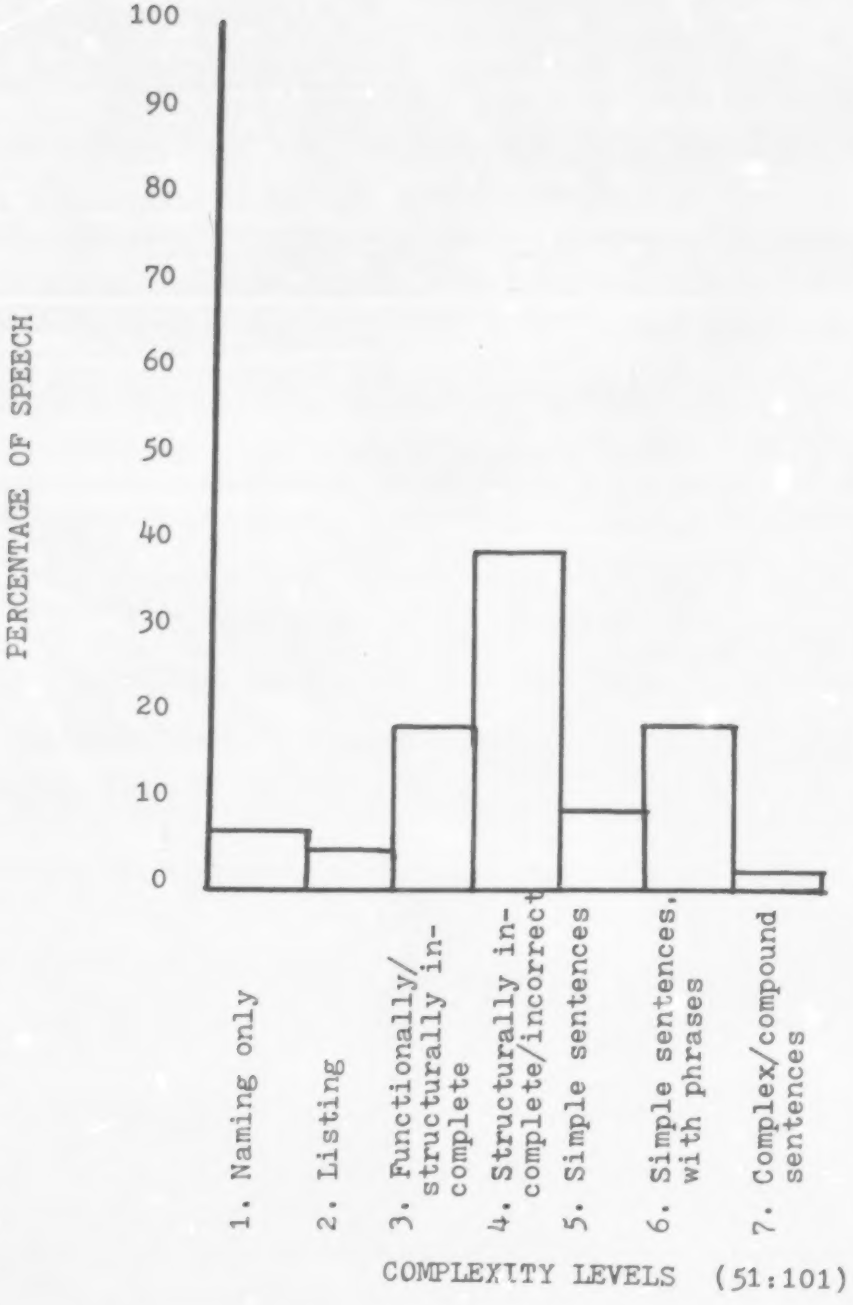


FIGURE 4

COMPLEXITY OF ORAL LANGUAGE
EXPERIMENTAL GROUP 1
PRE-TEST

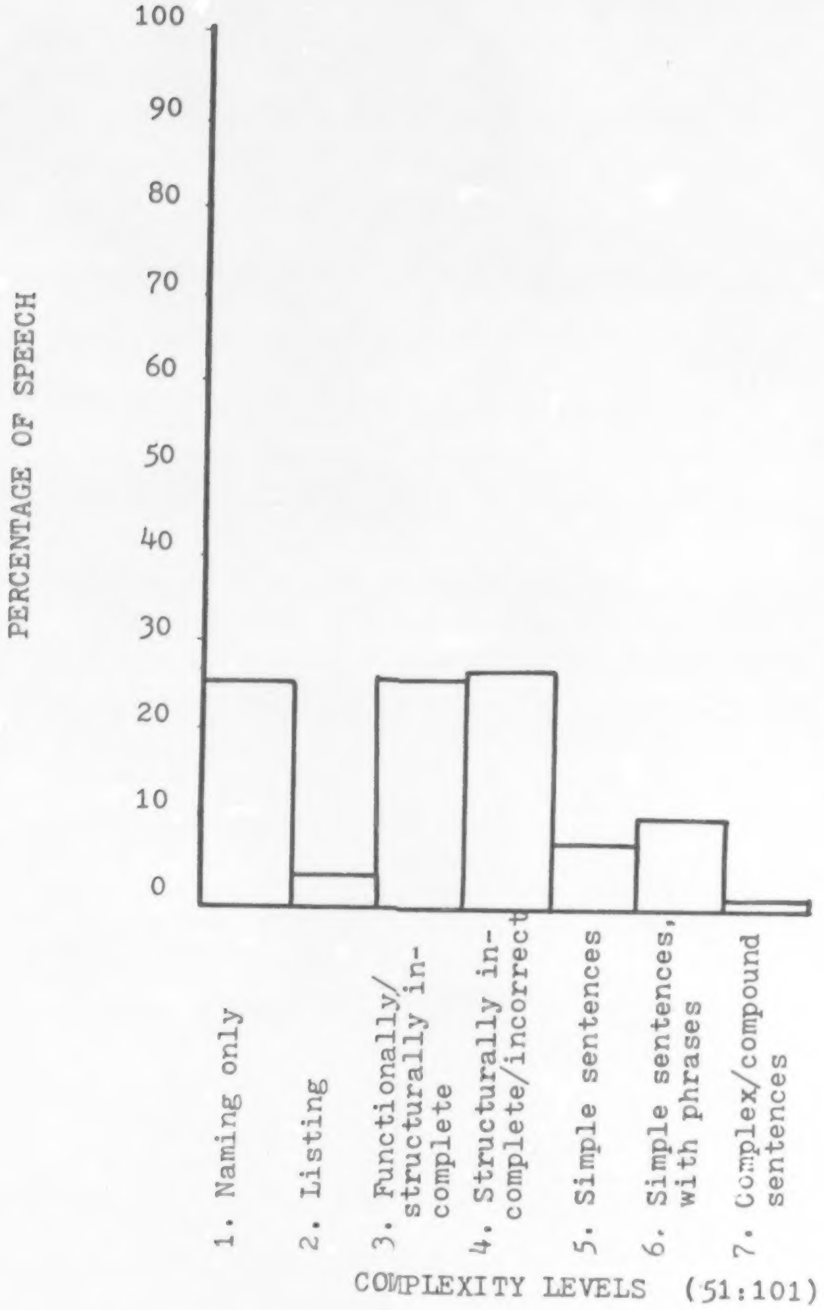


FIGURE 5

COMPLEXITY OF ORAL LANGUAGE
EXPERIMENTAL GROUP 1
POST-TEST

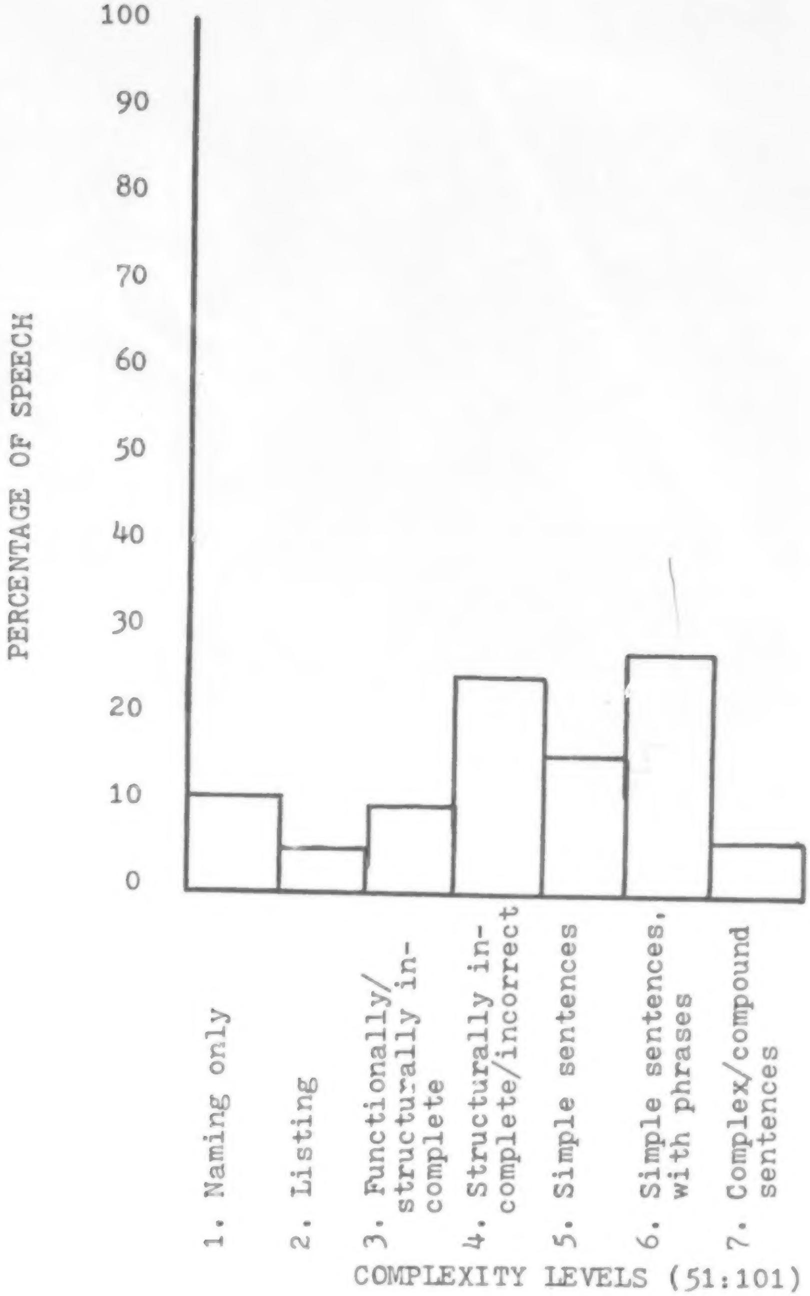


FIGURE 6

COMPLEXITY OF ORAL LANGUAGE
EXPERIMENTAL GROUP 2
PRE-TEST

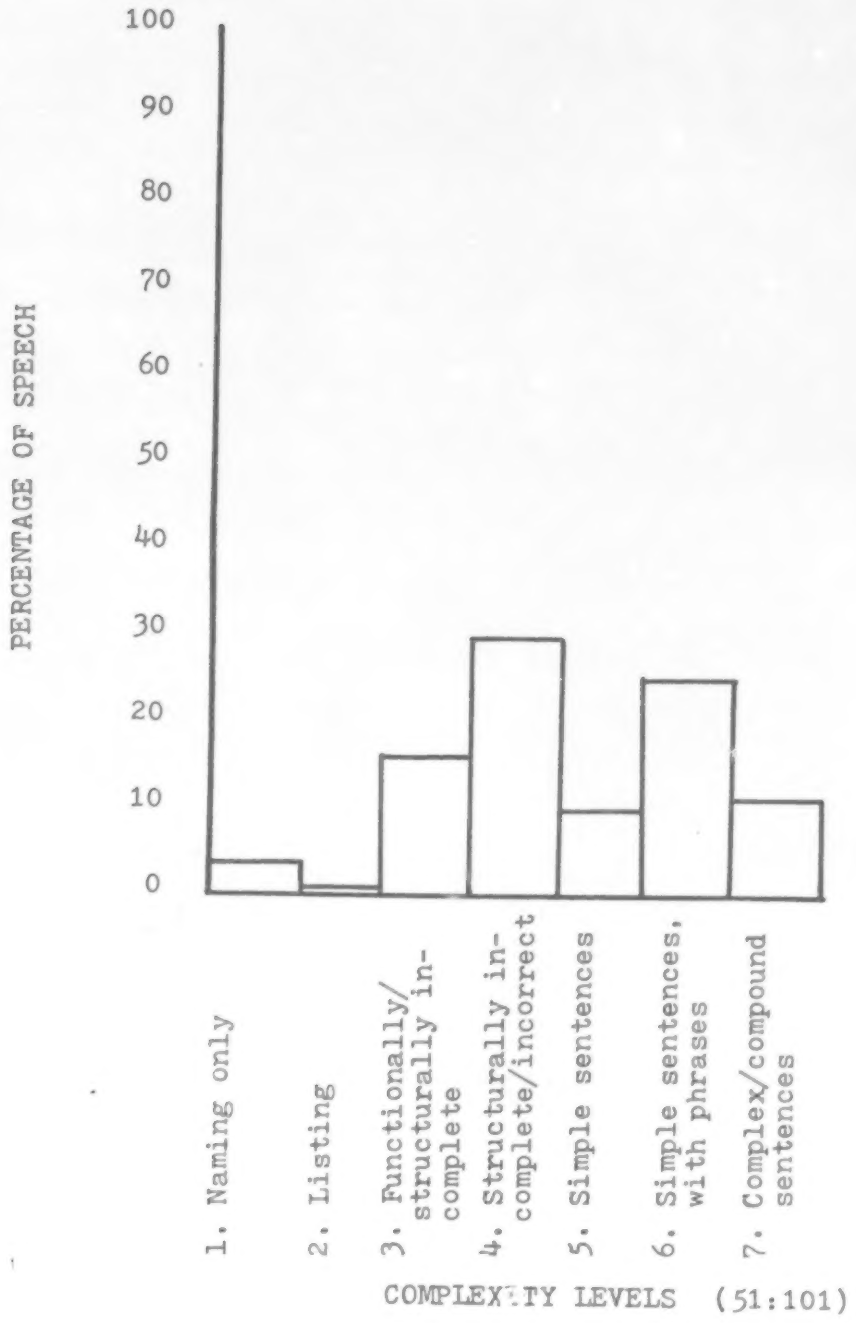


FIGURE 7

COMPLEXITY OF ORAL LANGUAGE
EXPERIMENTAL GROUP 2
POST-TEST

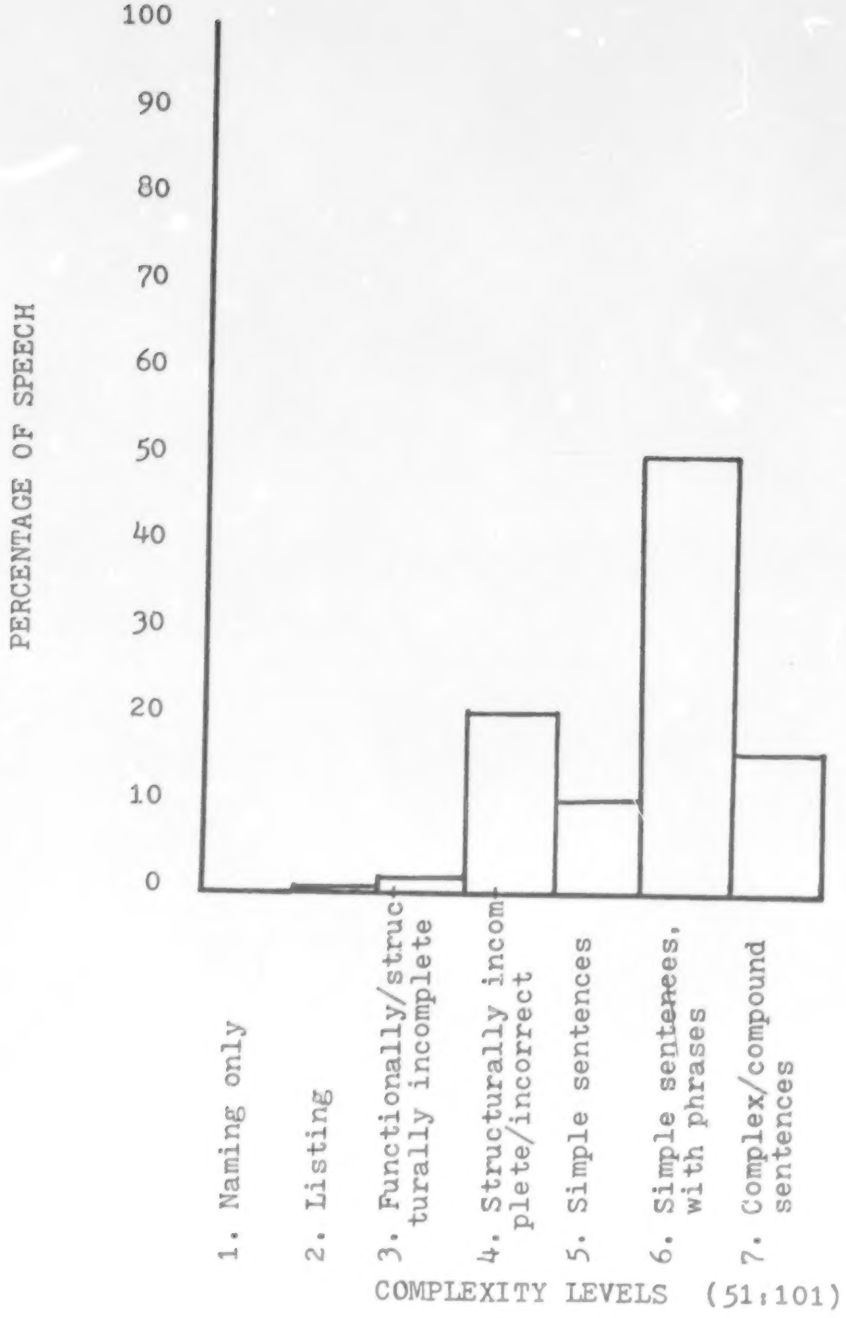


FIGURE 8

COMPLEXITY OF ORAL LANGUAGE
COMBINED EXPERIMENTAL
PRE-TEST

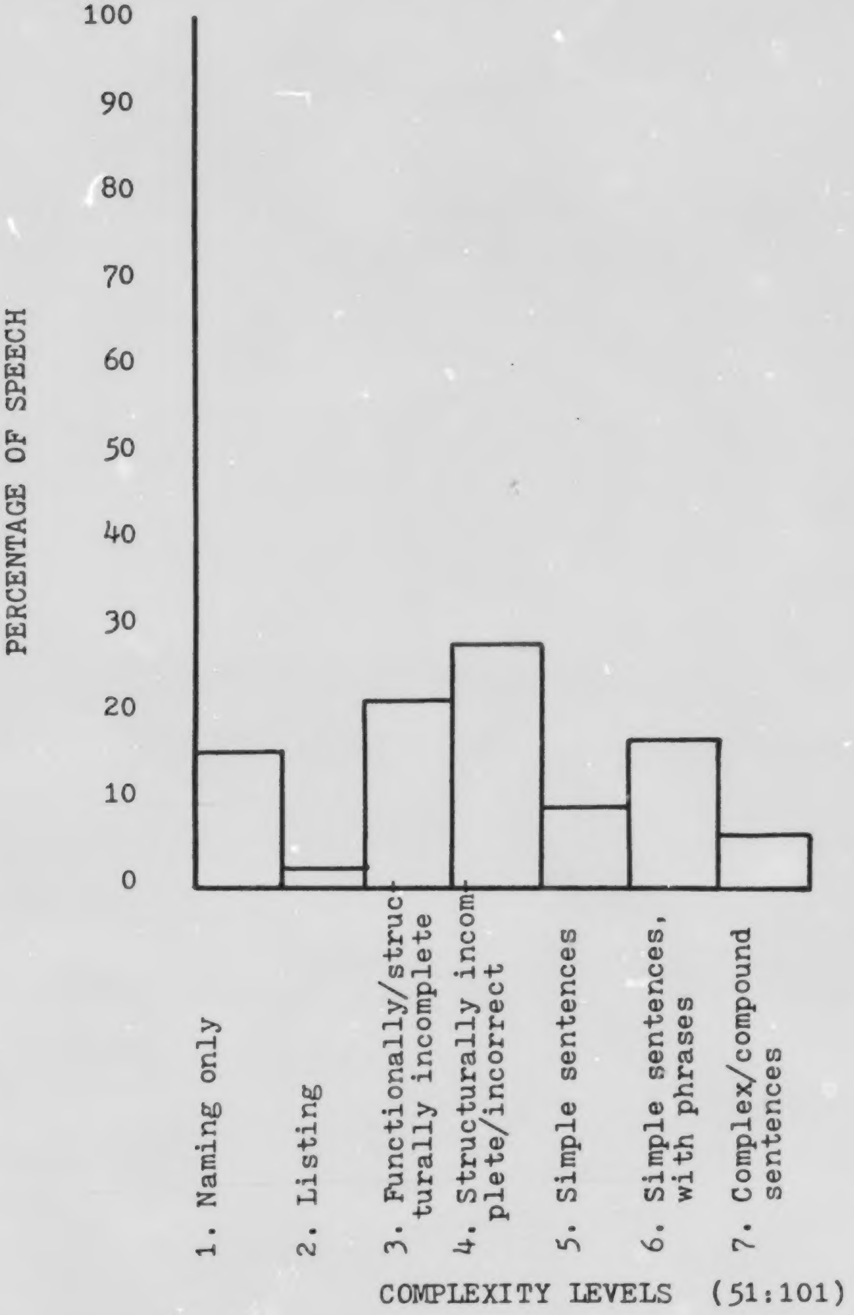
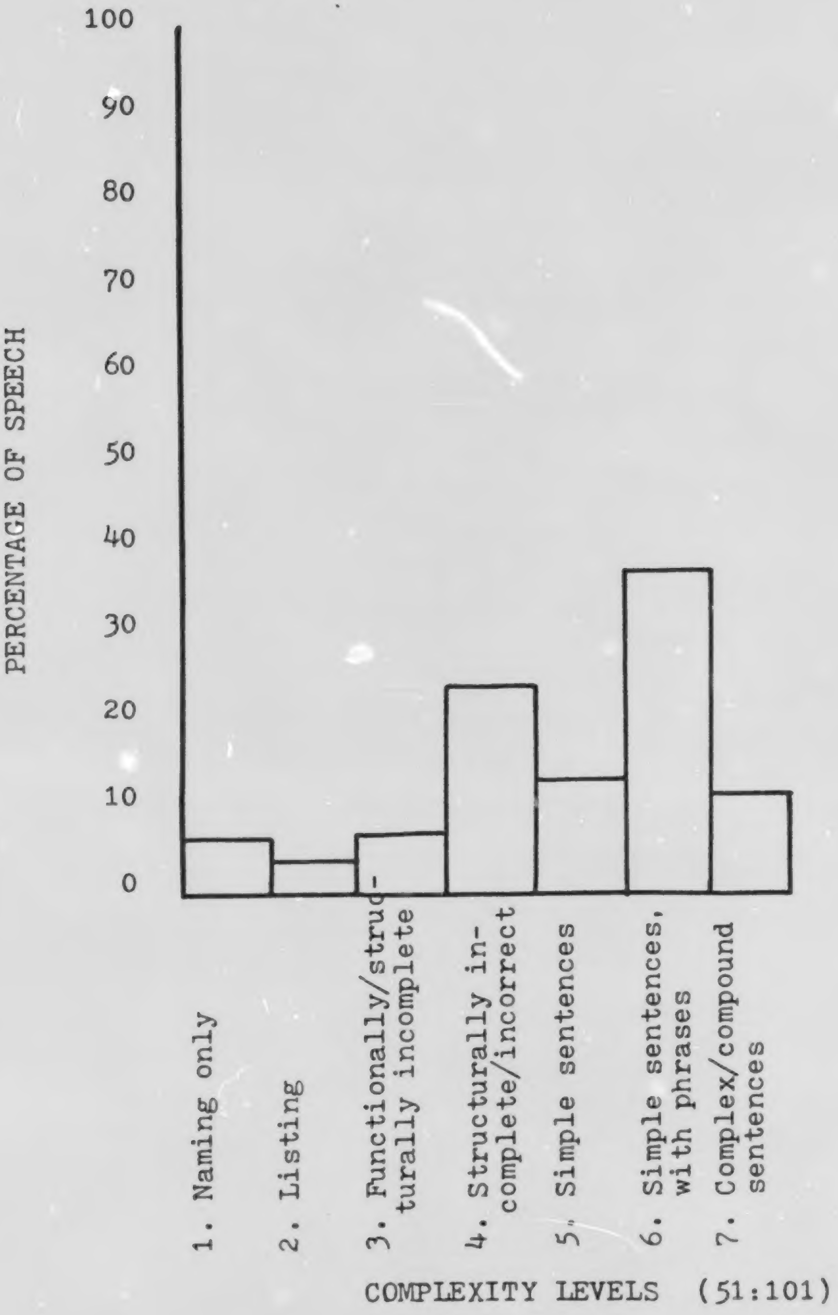


FIGURE 9

COMPLEXITY OF ORAL LANGUAGE
COMBINED EXPERIMENTAL
POST-TEST



Summaries of Anecdotal Records

Experimental Group 1

R.V.

R.V. was a very silent six-year-old child of Filipino background, who rarely volunteered speech. He would respond to questioning with only single words or two or three word phrases. He had an atresia of the right ear, with a resultant severe hearing loss in that ear. The hearing in his left ear was near normal. R.V. was scheduled for surgical intervention in the summer of 1977. Continuous heavy colds and coughing further impaired his hearing ability, and contributed to poor school attendance.

R.V. was the youngest of four children and the only one of the family with a hearing loss. Both parents were employed outside of the home, however, they did provide a warm family life for the children.

Results of the Boehm Test of Basic Concepts (70) indicated that R.V. would have continued difficulty with his primary school work. In the late fall of 1976, he scored 58 percent on this test. Considerable improvement did take place inasmuch as he scored 72 percent on his retest in May of 1977.

R.V. took some time each session to warm up. The number of voluntary utterances he produced varied considerably from a low of four to a high of twenty during his one hour sessions. He had difficulty with both written and spoken language. However, when he had been in attendance regularly (twice weekly), he made greater improvement than when his attendance had been poor. He was always willing to come to the sessions--which provided him with a larger number of successful experiences than he received in his classroom.

Much of the communication R.V. did involved drawings he made. He would be able to give brief vocal descriptions and stories about these. On occasion, he could write a sentence or two with help from the Hearing Specialist. Gradual improvement was noted both in the length of the utterances and the spontaneity with which they were expressed.

R.V. never voluntarily spoke of his Big Brother--although the caseworker reported that he participated in, and enjoyed the activities.

This story was elicited from R.V. after he drew the picture in figure 10 (see Appendix):

> After Christmas, twelve people came to my house to pop firecrackers. They brought one big box of firecrackers. I popped five firecrackers. They went POP!

Y.M.

Y.M., at nine years of age, was the youngest of three Hawaiian sisters in Experimental Group 1 all needing and receiving the services of the Hearing Specialist. She was also the youngest of five sisters who were talented professional hula dancers.

Y.M. had a moderate binaural hearing loss, although she wore no amplification at home. She has worn an auditory trainer, used with the FM teacher transmitter, very successfully in school. She was the youngest child in the family until four years ago when a brother was born, bringing the total number of siblings to six. Possibly because of her position as youngest in the family for so long, she has been more demanding of her own way, and demonstrated greater mood extremes than did her two hard-of-hearing sisters. She was both more warm and loving (being free with hugs and kisses) and more prone to sulks and depression. She made excellent progress in learning to control her mood swings over the year.

Y.M. was excited about her first Big Sister group contact--a camp-out--and talked and wrote about it both before and after the event, for about five weeks. During the year she would often smile and reminisce about the trip. Her two sisters got their Big Sisters before she did--and she could hardly contain her impatience. She decided to try her sister's ploy of writing to ask the caseworker for her Big Sister. It was very effective (she was matched with her Big Sister two weeks later) and she marvelled over the effect of letter communication. This experience encouraged her to write more and she frequently wrote to her Big Sister and to the caseworker.

Y.M. often came early to sessions--and she asked specifically for a time change with her hearing impaired classmate, T.S., on the days after she had seen her Big Sister so she could tell all about it. Sometimes she would ask to stay into T.S.'s session. As this often led to considerable three-way communication, it was encouraged.

Y.M. often asked questions and was willing to accept new concepts and information. This represented a change in her behavior from previous years. She had formerly not welcomed information, and would at times even reject it. Frequently she asked the Hearing Specialist to come to her home and asked if she could visit the Hearing Specialist at her home. The answers and information she received often provided her with additional concepts. Her basic concepts, as measured by the Boehm Test (70) rose from a score of 64 percent in December 1976 to 74 percent in May 1977.

The following is a sample of one of the letters Y.M. wrote to the caseworker during the session:

> Dear B.J.,
> Thank you for my Big Sister. I like her a lot. She is nice. I like Andy, too. Andy

is really silly! (Andy was the Big Sister's son.)

Sharmen and I and Andy are going to McDonald's. Friday we are going to Sharmen's house. I am going to help Sharmen clean house and we are going on a picnic. Then we're going to have a dinner. Maybe I might sleep over.

Saturday I am going to help Sharmen clean her car.

She is really nice.

Love,
Y.

J.M.

J.M. was the second of three sisters seen by the Hearing Specialist. She was a ten year old Hawaiian girl who came from a large family (seven children, four with hearing losses) yet she had had very limited language stimulation. Although she had a moderate binaural hearing loss and had done very poorly in academic work, her mother has not followed up on suggested assistance to obtain amplification for her. This year J.M. used an auditory trainer with the companion FM teacher transmitter in school, and her academic performance improved. She also had a very concerned teacher who made every effort to increase J.M.'s reading skills, which were very limited.

This was also a year in which J.M. made a change from a sad, moody and glum person to a happy, outgoing, smiling child who continually reached out to communicate. She discovered communication by letters--and a steady stream of them has poured out from the Hearing sessions to the Hearing Specialist's Little Sister (met on the camping trip), the caseworker, her own Big Sister, and to the Hearing Specialist. She often asked to write either stories or letters--and made strong efforts to spell by herself (a very difficult task for her.) This streak of independence came through all year as she made gains in her drive to learn to read. Regular assistance in the reading effort was given during the sessions. The overall improvement in basic concepts was demonstrated by an increase in her performance on the Boehm Test of Basic Concepts (70) from a score of 80 percent to 94 percent between December 1976 and May 1977.

Perhaps because of the Hearing Specialist's connection to Big Sisters, J.M. always reported on the activities she enjoyed with her Big Sister. These were also often the topics of the stories she wrote. When a conflict developed between the Big Sister's seven year old daughter and J.M., it, too, was reported and discussed. In this case, intervention via the caseworker was appropriate and the matter was easily resolved.

J.M.'s teacher observed the changes taking place in her, and frequently expressed her delight. She commented on the first time J.M. gave any evidence of listening to class discussions. The teacher had noted that previously J.M. "tuned out" during such discussions, and never had any comments to make. On this occasion, J.M. not only gave evidence that she had been listening, but reported back to the teacher the following day on the subject under discussion.

A revealing statement made by J.M., in mid-April: "Before, I had to walk looking down--but now I can hold my head up when I walk," sums up the kind of progress J.M. has made this year.

The following is the letter J.M. wrote to the caseworker expressing her anxiety to get her Big Sister.

> Dear Big Sister,
>
> I don't know you but I wish you be my Big Sister. I cannot wait for you for come to see me. Maybe you might come next week to see me. When I see you, maybe I might write a story for you. Then you and I are going to have fun! I cannot wait to see you.
>
> Aloha to you.
>
> J.M.

L.M.

L.M. was a twelve year old Hawaiian girl who was going through the moods and self-questioning that often accompany puberty. She was the middle child in a family of seven children (four of whom have hearing losses) and the older sister of two other girls in Experimental Group 1. Her hearing loss was moderately severe, although she had never worn any amplification other than the auditory trainer used in the sessions.

L.M. had always had moderate difficulty in academic performance--although she had learned to read, and managed to get by with poor to low average grades. She was just beginning to ask for assistance in her school work, during the sessions.

L.M. was the first in her family to get assigned to her Big Sister, and she was initially very enthusiastic about her. She wrote stories about the activities she and her Big Sister had together. The experience of having a Big Sister who at times was erratic in her attention and not always aware of L.M.'s needs, provided L.M. with an opportunity to learn something important about other's feelings and needs. L.M. discussed her disappointments during the sessions and was encouraged to communicate these feelings both to the Big Sister and to the caseworker. After much time, L.M. discovered that she could effect change in another person's behavior and response to her--by communicating her own needs and feelings. Her relationship with her Big Sister grew to have a sounder basis by the end of the school year.

L.M. also found much satisfaction in corresponding. She wrote letters to the Hearing Specialist and her spouse, the caseworker and to her Big Sister. This was a degree of reaching out and extending her communication efforts that L.M. had not done previously. One of her letters to her Big Sister follows:

> Dear Paula,
>
> I miss you very much. I hope you come back soon so we can do things.
>
> Paula, I went to the track meet. I was running for Kihei School. I was running in the 60 yard dash and standing broad jump. It was really fun. Then we ate lunch. And--Kihei came in First Place for Division Two!
>
> I hope you write to me about you and your husband and Meredith.
>
> Your Pal,
> L.M.

T.S.

T.S. began the year much the same as she had the preceding years--as a very silent child who had to be cajoled into giving brief one or two word responses. She was a nine year old profoundly hearing impaired girl who had strongly resisted attempts to get her to be more communicative. This pattern persisted until about the end of October. By then it became difficult to keep a count of her voluntary utterances--as they had increased so much. From that point on, T.S. began to open up, as she became aware of the value of oral communication. Another hearing impaired child, Y.M., was in her classroom and the two of them often came together to sessions or just to visit during their lunch recess.

T.S. came from a warm, concerned Filipino family, with one brother two years older than she was. She was petite and delicate, and, despite her silence over the years, she had managed to communicate her needs and also display a strong sense of humor.

This year she was very willing to come to the sessions. As her communication increased, she would chatter on the walks over to the room. Her writing skills increased also. She displayed a strong sense of competition with the other students seen by the Hearing Specialist, and always tried to make her stories longer than theirs. During the year, she was helped to form sentences including vocabulary which she acknowledged as wanting to use.

Although she was the first child assigned to a Big Sister, T.S. did not voluntarily speak of her Big Sister until late in April. This was similar behavior to that of the other non-oral child, R.V. However, both her mother and the caseworker reported a good developing relationship with the Big Sister.

The amount of progress in voluntary communication achieved by this youngster over the past school year has been phenomenal. It was confirmed not only by her teacher, parents and the anecdotal record--but by test results. Her growth on the Boehm Test (70) was from a score of 52 percent in December 1976 to a score of 76 in May 1977. In the oral sample, pre-test, 70 percent of her utterances were single words. In the post-test, only 28 percent were in this range. The simple sentence (level 5) category increased from 0 percent in the pre-test to 21 percent of her speech in the post-test.

A sample of her written work follows:

> The Ears
>
> I have ears. The store lady will pierce my ears. I will get ear-rings. Mommy comes here for me when it is pau school time.

A picture accompanied this, with a balloon issuring from the store lady saying, "I have a chair. Come here and sit down."

Experimental Group 2

S.S.

S.S. was a bright, vocal seven year old Haole (Caucasian) girl with a moderately severe binaural loss. She had been fitted with an ear-level hearing aid, which she wore quite well at home. At school, however, she used the auditory trainer with its accompanying FM teacher transmitter.

S.S. lived with her mother and younger brother and she received many language-stimulating experiences at home. She often went on trips, had books read to her and had her questions answered. She did have gaps in concepts, however, and in the use of oral and written language. Her Boehm test (70), with a score of 84 percent, indicated that there were still some concepts she needed to learn to succeed at school.

S.S. was always eager to come to the sessions and she would chat freely on the walk over to the room. She enjoyed writing stories. Her first ones she would dictate, but she was soon writing them completely on her own. She expressed pleasure in using the dictionary for spelling help and often was annoyed by the absurd spelling she encountered. On one occasion, in protest, she made a small k for the silent k in knife. She also sought to express various qualities through varying her writing: she wrote C A T to indicate a big cat, for example.

S.S.'s progress both in oral and written language was continuous. She often brought pictures and objects from home to talk about and share in the sessions. She particularly liked talking in the tape recorder. She was able to accept corrections in grammatical forms--although she frequently questioned some of the irregular rules. The accompanying is one of her longer stories.

My Cat

> The night before my mother came home I called my cat for his supper. He didn't come, so that's when I think my cat got run over. I was walking to the bus-stop when I saw him by the road. And I saw him dead by the mail box. And we buried him. But I don't know where they buried him.

P.A.

P.A. was a relatively quiet thirteen year old girl of Mixed background, with a unilateral atresia. The hearing loss was severe in the right ear, mild in the left. She was extremely reluctant to wear the hearing aid prescribed some time ago. It was recently decided that she would not need it, as the hearing had improved in her left ear and she was scheduled for surgical correction of the atresia in the summer of 1977.

P.A. was the third of five children and she lived with her family (including a new step-father) on an isolated farm in up-country Maui. She was very involved in 4-H work and was well-accepted by her peers in school.

As the year progressed, P.A. came more willingly to the sessions and she became more open in her talking. She had some difficulty at first in evaluating her oral productions, but learned quickly what was expected of her. The written language productions were always stimulating to her, and she did them with ease and obvious enjoyment. She quickly understood the standard English dialect requirements and was often able to turn in compositions requiring no changes at all.

Towards the end of the year, the talks began to center around her plans and concerns for high school entrance. It was as a result of these that her mother was convinced that surgery might be important for this child's emotional well-being. Communication via cassette recordings was established between the three other thirteen year olds and P.A. One of these students gave P.A. information on the operation she is to undergo in the summer. This came from a rather shy boy who had already had this operation himself.

A sample of her writing during the year is the following poem.

> When I was 5, I felt scared about living in my house,
> Everything around me seemed to be haunting me.
> Once I felt someone chasing me, so I ran behind a chair,
> Then I looked up and saw no one there.
> All of a sudden, something made me scream.
> I ran out of the house and sat down in the tall grass in the yard.
> Everything around me was so beautiful, I thought
> All my fears were gone, my tears disappeared.
> I looked up at a flower, then saw a butterfly on it,
> It made me feel that light started to shine through myself,
> I was happy to have run away from all my fears.

T.A.

T.A. was a vibrant thirteen year old girl of Japanese descent who had a moderately severe bilateral hearing loss. She was highly verbal, although her speech showed many instances of poor syntax and vocabulary gaps. T.A. spent her early years in Honolulu in a special class for the hearing impaired. She had been mainstreamed for the past two years. She did average work, but was usually careless about doing assignments. She often misunderstood and confused what she heard. She was distractible and inclined to produce implausible reasons for not doing her school work. T.A. was the middle child of three, and was the only one in her family with a hearing loss.

Although T.A. was scheduled for joint sessions with K.H. once weekly, she often came in at the earlier time and requested an individual session. She was always eager for the sessions, and missed only during illness absences. Sometimes she switched sessions with K.H. so that she wouldn't have to miss a session because of a test or cafeteria duty at her regularly scheduled time.

T.A.'s written language productions were minimal and frequently turned in late. She willingly accepted the syntax changes to standard English dialect and got so that she could make these changes herself, especially if they were called to her attention. As the year progressed, she made improvements.

T.A. thoroughly enjoyed the assigned talks, although she had great difficulty evaluating her own performances. She was slow to make changes to standard English dialect in her oral productions; the written work was easier for her.

Requests for help in language arts classwork were often made by T.A. and this assistance was given to her.

A sample of T.A.'s written work is included. Only a few additions or changes were necessary for this April writing.

> David Malo
>
> Last Sunday afternoon my family and I went to the potluck dinner. The dinner was fun and it was at Waikapu. After that we went to Lahaina for David Malo Day. When we got there we ate Kalua pig, cake, pineapple, poi and drank juice.
>
> Afterwards, we went to watch the program. The program had hula and the Boarder Chorus. When they was finished, my brother gave his girlfriend a lei.

K.H.

K.H. was an enthusiastic, hard-working eighth grade student, who was also thirteen years old. She had a mild palsy and physical handicap resulting in coordination difficulties, as well as the moderate hearing loss. She was capable of self-direction and could be relied upon to complete all assignments. There were two older brothers in her family, both with normal hearing. K.H.'s mother was a Japanese national, and K.H. was bi-lingual.

K.H. was most interested in the Experimental Group 2's training program and willingly produced both oral talks and written compositions. She had more difficulty with the oral talks, although she gradually learned to be more specific in her own criticism of these. This was her first "official" encounter with the need to produce standard English dialect in both written and oral work, and she was very conscientious about it. After a couple of months, she would correct her own speech as she spoke, replacing Pidgin with standard English dialect. Once weekly she had her session with T.A. and she was helpful in showing T.A. to make these changes also.

The written work fascinated her and she became so engrossed in this that she wrote, in effect, a daily diary during the last two months.

During the sessions, K.H. frequently asked for assistance in school work--usually language-related.

When assignments were not understood by her, she could request assistance from the Hearing Specialist. She did not abuse this privilege, rather she exhibited a strong sense of independence in completing all the work she could by herself. K.H. consistently came early to sessions--giving up her recesses to do so.

A sample of her written work follows, written in December 1976.

> My Birthday
>
> Yesterday, it was my birthday. I was 13 years old. I didn't enjoyed it because it was my bad luck day when I come to 13.
>
> I dropped the dishes on the floor, and I dropped the tomatoes.
>
> I told my mother I had bad luck.

T.Y.

T.Y. was a small thirteen year old boy of Japanese descent, who had congenital atresia of both ears. He had had surgical correction of one ear and now had a moderate binaural hearing loss. He wore a bone conduction hearing aid until the surgery at age seven. He currently wore his ear-level hearing aid conscientiously full-time. T.Y. was shy and reserved, yet well-accepted by his peers. He was an active member of the Boy Scouts. He was the youngest of three children. An older sister also had bilateral atresia. The parents had their children somewhat late in life (in their forties.) They both work outside the home, yet were very interested and concerned with their children's welfare.

T.Y.'s oral and written language was extremely limited and he needed much encouragement to produce. He had previously been writing stories during the sessions with the Hearing Specialist, so he was used to this activity and willing to write upon request. Extensive training in standard English dialect had not been given, however, and whatever T.Y. had written was accepted. This year, under the Experimental Group 2 conditions, he was required to accept the changes necessary to encompass standard English dialect and also to begin to use standard English dialect in both his oral and written work. At first, T.Y. didn't know how to take this instruction.

Gradually, he did accept it and began to look forward to writing or speaking without challenges from the Hearing Specialist.

As was expected, the oral training was the most difficult for T.Y. He often would freeze up or refuse to give talks. The latter was both understandable and acceptable, as the sessions were held in a room which had frequent interruptions. His success in being able to produce oral speech with increasing use of standard English dialect was not too great. The awareness of this dialect and its importance is now his, however, as shown on his performance on the final taped sample. He objected to doing this, yet his performance showed improvement in the use of more complex sentences. His use of level 6 (simple sentences with phrases) increased from 18 percent of his total oral output on the pre-test in 1976, to 44 percent on the post-test in May 1977.

T.Y. came willingly to the sessions and rarely missed any. He often would come to the session rather than go to a special assembly held at the same time.

A sample of his written work from March 1977 is below:

> Camping at the Mountain
>
> One day I told my friends if we could all go to the mountain and camp. My friends said its OK.
>
> We made plans, so we knew what to bring. We had to take a lot of stuff because it is

cold in the mountain.

What we brought was heavy jackets and gas stove, sweatshirts, sleep bag, tent, clothes, mess kits, axes, knives, pans, matches, and a pack. The fire we didn't worry too much about because we had a heater the kind of heater I was talking about was gas heater the kind you lite the fuels, and we brought along some food too.

Sure is Fun.

The End.

Summary

This chapter presented the statistical analysis of each of the twelve hypotheses. Ten of the twelve hypotheses were rejected at a 0.05 level of confidence, or better. The experimental groups did make significantly greater gains in the language performance skills.

Data on the oral language performance was given. It showed that, while each of the experimental groups increased the complexity of oral language performance, the Control Group not only did not make gains, it lost ground over the year.

Summations of the anecdotal records on each of the ten experimental subjects concluded this chapter. It was noted that each experimental subject was affected positively by the experimental conditions. In many of the children, major changes in their personalities were observed by teachers, parents and peers, as well as by the Hearing Specialist/Experimenter.

CHAPTER V

GENERAL ANALYSIS AND DISCUSSION

Chapter IV gave the data indicating that the experimental groups, singly and combined, made significantly greater gains in most measures tested than did the Control Group. Ten of the twelve null hypotheses were rejected at a 0.05 level of confidence or better. Chapter V presents a discussion of these findings.

General Analysis

All Experimental Group 1 and 2 children made gains in at least two of the four measures tested. They all had increases in oral skills, as measured by words per sentence, and they all had increases in written skills, as measured by the Syntax Quotient. Eight experimental subjects made gains (and only two of the subjects had slight losses--of two points each) in the aural lexicon, as measured by the Verbal I.Q. scores. Seven of the experimental subjects made gains and three had slight losses in the written skills, as measured by words per sentence. (See table 16.)

In contrast, the Control Group children showed

TABLE 16

GAINS IN RAW SCORES BETWEEN PRE- AND POST-TESTS EXPERIMENTAL GROUPS

	Subject	Age	Hearing Loss Mild---Severe (1) (17)		Lexicon	Oral, words/ sentence	Written, words/ sentence	Written, Syntax Quotient
Experimental Group 1	T.S.	9-0	17		23	1.65	4.2	38
	Y.M.	8-11	9		8	4.92	6.2	11
	J.M.	10-2	6		-2	4.45	1.55	18
	L.M.	11-10	16		2	5.00	3.2	4
	R.V.	6-3	1		15	1.16	-1.5	1
Experimental Group 2	K.H.	12-9	6		16	.67	- .9	6
	T.A.	13-2	15		24	1.95	3.8	4
	T.Y.	12-9	10		7	2.97	4.9	3
	S.S.	6-9	14		18	4.66	6.75	6
	P.A.	13-1	4		-2	5.19	-2.8	0

some losses in every measure tested. Three showed losses and one made no change in aural lexicon, as measured by Verbal I.Q. Five had losses in the oral skills of words per sentence. Eight had losses and one had no change in the written skills measured by words per sentence. Eight Control subjects also showed losses in the written skills measured by the Syntax Quotient. The heaviest losses in this group were in the combined written skills. (Table 17.)

Discussion

The results of this study suggest that it is possible to make significant positive improvement in a hard-of-hearing child's skills in oral and written language by either increasing the experiences available or by specifically increasing the amount of practice in oral and written language. Either method seeks to expand the child's language.

Questions Examined by This Study

One of the questions posed in this study was that of the effect of age on the ability of hearing impaired persons to profit from either language instruction or stimulation. Penfield and Roberts suggested that the prime ages for the learning of language is up to the age of nine. (104:363). The age range of Experimental Group 1 was six years to eleven years, ten months. In this group the language training was provided by increasing experiences and language stimulation. The youngest child (R.V.)

TABLE 17

GAINS IN RAW SCORES BETWEEN PRE- AND POST-TESTS CONTROL GROUP

Subject	Age	Hearing Loss Mild---Severe (1) (17)		Lexicon	Oral, words/ sentence	Written, words/ sentence	Written, Syntax Quotient
L.L.	14-9	7		21	1.57	-1.7	-6
M.U.	17-4	12		-33	- .85	-2.3	-17
A.P.	11-4	8		3	- .26	- .9	-25
L.V.	12-0	3		5	1.48	-5.0	-1
B.L.	9-6	5		-1	.09	-1	-11
C.L.	8-0	11		-1	1.58	0	14
Y.L.	10-10	7		12	- .27	-1.3	-4
E.U.	12-9	13		37	.93	.6	-9
T.Z.	10-2	2		7	-.51	- .75	-1
K.L.	12-7	5		0	-1.82	-2.7	15

made gains in aural lexicon (Verbal I.Q.), in oral skills (words per sentence) and in written syntax. His one loss was in the written language score of words per sentence. The oldest child in the group (L.M.) made gains in all measures, which suggests that age was not a serious deterrent to her improvement in language skills. (Table 16).

In Experimental Group 2, the age range was from six years, nine months to thirteen years, two months. The experimental procedure in this group was specific training in oral and written language. The youngest child in the group (S.S.) made the greatest gains, and made gains in all four measures. The oldest child in the group (T.A.) also made gains in all four measures. As in Experimental Group 1, age did not seem to be a major determining factor in whether or not gains would be made in improving language skills.

It might be interesting to check the effect of age on the degree of improvement among the Control Group subjects, who did not receive either specific language stimulation or training. The age range of the Control Group was from eight years to seventeen years, four months. Most of this group was past the prime age for the acquisition of language skills, according to some authorities. However, if nine were the cut-off age, this is still true of most of the experimental subjects, too. The oldest Control subject (M.U.) had losses in all measures--especially in the areas of aural lexicon and written syntax. The youngest child (C.L.) made a large gain in written syntax, a gain in oral skills (words per sentence), no change in written skills of words per sentence and a slight loss in aural lexicon. (Table 17). It does suggest that age relationship could be relevant if these environmental conditions hold.

Lenneberg, a proponent of the idea that language learning must take place before puberty, also stated that failure to learn language could better be attributed to the lack of appropriate and adequate instruction and training, rather than to inherent problems of the hearing impaired. (20:322). The regular program of auditory training, cursory language instruction, lip reading and assistance with classroom subjects currently being offered to the Control Group is similar in focus to most programs for the hearing impaired in this country. It would seem that this program is inadequate. It does not offer these hard-of-hearing school children sufficient opportunity to improve their language performance. In fact, as these children get older, their performance drops further behind that of their hearing peers, in spite of receiving special help from a Hearing Specialist.

Another question suggested in Chapter I was: Do the extra-curricular experiences in the context of a language-intensive environment with a Big Brother/Sister (as received by Experimental Group 1 subjects) produce greater improvements in a) oral syntax, b) written syntax and c) aural lexicon than that obtained by the Control Group subjects? There are several components to this question. As shown by figures 2, 3, 4 and 5 (in Chapter IV), the Experimental Group 1 did increase its use of more complex oral language, while the Control Group did not. Additionally, in the area of oral skills--words per sentence--Experimental Group 1 made significantly greater gains than did the Control Group. In the area of written syntax, Experimental Group 1 made gains which were also significantly greater than those of the Control Group. In aural lexicon, however, Experimental Group 1 did not make significantly greater gains than did the Control Group.

One question raised in Chapter I was if specific attention to verbalizing and writing during the sessions with the Hearing Specialist would produce greater gains in the areas of a) oral syntax, b) written syntax, and c) aural lexicon than those obtained by the Control Group. As figures 2, 3, 6 and 7 show, the Experimental Group 2 made higher gains in the complexity of its oral language production than did the Control Group. The written syntax improvement was not significantly better than that of the Control Group. In the area of aural lexicon, the Experimental Group 2 again made significantly greater gains than did the Control Group.

Hill commented that he believed that children must be motivated to learn language by seeing its usefulness, using a natural approach. (35:77). The children in the experimental groups, particularly in Experimental Group 1, were given this opportunity during the study. They made significant improvement in their language skills. Many Experimental Group 1 children discovered the usefulness and pleasure of writing and receiving letters.

It is interesting to note that the number of sessions spent weekly with the Hearing Specialist did not seem to have any great effect upon the achievement of the students. All of the students in the Control Group were seen at least twice weekly by the Hearing Specialist. All of these students showed losses in at least one measure. Some children in Experimental Group 1 and Experimental Group 2 were seen twice weekly, and some three times weekly by the Hearing Specialist. However, due to scheduling problems and space limitations, two of the students in Experimental Group 2 were seen only once weekly. One of these students (T.Y.) made gains in all four measures. The other (P.A.) had losses in two measures, no change in another, and the greatest gain of any of the subjects (both experimental and control) in one measure. (Tables 16 and 17).

There was much less improvement in the oral complexity compared with the improvement in written complexity (as indicated by the Syntax Quotient) among the experimental group subjects. This might be explained by what Nunes said about the tenacity of oral language in our lives --particularly Pidgin. It has been shown that it is not possible to force Island children to stop using Pidgin as a form of communication. However, learning a second dialect (standard English) was a successful experience for Experimental Group 2 subjects, as long as their use of Pidgin was not penalized. The words per sentence in their oral language increased over the year, as did the complexity of the oral language (as shown in figures 6 and 7.) It would be interesting to follow up on both the training and tenacity of the newly-acquired standard English dialect in these children over a period of time.

The tenacity of oral Pidgin shows up greater in the minimal difference between the amounts of speech produced on level 4 (structurally incomplete or incorrect sentences) in both the pre- and post-tests of all groups. (Figures 2-9). Much of the Pidgin spoken by Island children would fall in the classification of either level 3 (functionally or structurally incomplete) or level 4. It might be noted that as the children grow older, they are aware of the existence of standard English dialect, and some children make the effort to use this dialect for their more formal speech efforts. This is the direction that the Experimental Group 2 training took: to provide the children with facility in the use of standard English dialect, so that they could use it when it was most appropriate. At the same time, no attempt was made to denigrate the role that Pidgin played in their lives. It was accepted as a comfortable mode of communication.

Kodman mentioned that there were many unmet needs of hearing impaired children--those of educational achievement, communication skills and personality development. (95:298). The changes which occurred in the Experimental Group 1 and Experimental Group 2 children during this study in all of these areas indicate that it is possible to meet these needs by either a slight modification of the instructional system, or by enlisting the help of volunteers (such as Big Brothers/Sisters) who are willing to expand the hearing impaired child's experiences.

In Wilcox and Tobin's study (138:292), hard-of-hearing children's linguistic performance was significantly lower than that of normal hearing children. The hard-of-hearing children had similar patterns of development, but their developmental sequence was delayed. The present study suggests that it is possible to give that developmental sequence a push forward. Without specific teaching or stimulation, such hearing impaired children's language skills will deteriorate and the gap between their performance and that of their normal-hearing peers widens. Davis's research on basic concepts needed by all young children to succeed in school indicates that there is a need for deliberate teaching for those children who lack these concepts. (85:519). The experimental groups received that training or stimulation, and the improvement in their language performance reflects that.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to investigate the effects of two supplemental language stimulation programs upon the oral and written language skills of hard-of-hearing school aged children. Research has indicated that these children exhibit poor performance in language skills, yet there has been no research reported on specific methods to alleviate this problem.

Twelve null hypotheses were generated to test whether either or both of the methods to increase the oral and written language skills of the hard-of-hearing subjects in this study were effective. The three areas of oral skills (words per sentence), aural lexicon, and written skills (both syntax and words per sentence were the foci of the testing. Tests were given at the beginning and end of the school year. The tests used were the Yater and Simms' adaptation of the analysis of Johnson, Darley and Spriesterbach for the oral language taped samples, the Peabody Picture Vocabulary Test and the Picture Story Language Test. Anecdotal records noting the language behavior of the experimental subjects were kept during the experimental period.

The subjects were the twenty hard-of-hearing school children receiving the services of the two Hearing Specialists in Maui District, Hawaii, as of September 1, 1976. They were divided into two groups, control and experimental, using the Hearing Specialists' entire caseloads. The group designated as experimental was further divided into two sections. Half of the experimental group received language stimulation and extra-curricular experiences provided by a volunteer Big Brother or Big Sister. The other half received specific training in oral and written language during the sessions with the Hearing Specialist, stressing the acquisition of standard English dialect as a readily usable skill. All subjects, experimental and control, received the regular program of the Hearing Specialists at least once weekly.

Results

The findings of this study were such that ten of the twelve null hypotheses were rejected at a 0.05 level of confidence, or better. The experimental groups, singly and combined, made significant gains in the oral, lexicon and written measures used. The experimental groups' oral language also increased in complexity between the pre- and post-testing, while the Control Group's oral complexity decreased. Finally, it was found that improvements in the overall communication behavior as well as in the personalities of the experimental group subjects were observed by teachers, parents, peers, and have been reported in the anecdotal records of these children.

Conclusions

The ten experimental children were exposed to supplemental communication stimulation and their experiences followed Holland's recommendation that "...language training must be to some very significant extent concerned with helping the child discover his own potential as a verbal communicator." (85:519). It would appear that, as a result of this study, the ten experimental children did discover some degree of their potential as communicators.

It would seem that there are at least two methods that could prove valuable in increasing the language skills of hard-of-hearing school children: 1) increasing their experiential background and providing them with a richer language environment, and 2) providing regular and specific training in the development of oral and written language. Frequent contacts with a volunteer such as a Big Brother of Big Sister have proven helpful with many children. (146, 151). This study has shown that it can result in significant improvements in the oral and written language of the hard-of-hearing child, also. A regular training program in oral and written skills can equally serve to slow down or halt the widening of the gap between the language skills of the normal hearing and the hard-of-hearing students as they mature.

Recommendations

To extend the effectiveness of the present study, the following research is recommended:

1. A follow-up study to determine if the gains made initially by the experimental groups continue after one year, or two years.
2. A study to determine the tenacity of a second dialect (standard English dialect) with continued training, after one year, or two years.
3. A study involving larger numbers of hard-of-hearing youngsters provided with Big Brothers/Sisters to determine the effectiveness of this experience on their language skills.
4. A study to determine the relationship between the degree of hearing loss and the ability of the hard-of-hearing to acquire language skills.
5. A study to determine the degree to which age affects the language acquisition ability of hard-of-hearing children who are being given special language stimulation or training.

With such additional studies the prospects for improving the education of hard-of-hearing children should be greatly enhanced.

APPENDIX A

Anecdotal Records
of
Experimental Group 1

R.V.

Week of 13-17 Sept. 1976

R.V. did not voluntarily speak on the walk over from his room, although he did give a couple of one-word responses to questions. In the session, this same pattern occurred--he would respond only to questions or naming requests, but he did not voluntarily speak. He seemed to know quite a fair amount of animal names, parts of the body, numbers. He was introduced to the materials he would use in the sessions. He could identify categories of colors, foods, people. Quite a few words are missing from his knowledge of opposites. He has a very heavy cold and cough.

Week of 20-24 Sept.

R. asked, "How come I come?" when he was picked up at his class. Then, after listening to the explanation, he said, "What about the other guys?" This was his first voluntary speech in three sessions. He had great difficulty understanding aural directions given via cassette in the Concepts for Communication program. With more than one direction, he became lost. He is showing signs of being more comfortable in the sessions: he commented that his brother caught one--when he saw a picture of a frog; he asked what to do in one of his books; and he asked to be given a star for his work in one book. These are brief, one to three word phrases. R. had great trouble remembering more than three items in the visual memory tasks. Several instances of voluntary speech in the second session this week: "This one have", "My brother get", "My brother can make"--all as a response to pictures in the books. After making a picture, he announced, "I finish." Still much indication of the cold--with sniffling and coughing. His voluntary speech averaged five per session.

Week of 27 Sept.-1 Oct.

R. again exhibited difficulty in understanding directions, and could handle only one or two at a time. He is not sure of all the colors, letters or numbers, and he does not know shapes. The visual memory work is still slow. He is responding to questions more readily and he has a slight increase in his voluntary utterances--up to ten for one session. He again asked about the "other guys" in his room--when they would get to go. His teacher asked to try to get him tell if he had brought back some lunch money that he owed. They can get no speech from him in the classroom. He said he didn't bring the money yet, and he was given a note to take home. He caught on to the idea of the patterns to produce using the buzzer board, and was able to reproduce sounds he had heard. In a language book requiring verbal descriptions, he responded with short responses.

Week of 4-8 October

R. was absent for one session. He was given the Sequence Cards and asked to both arrange the correct sequence and then tell the story. He went through the first one rapidly and gave a brief talk, then he stopped and refused to do any more. He placed the cards incorrectly and would not give verbal responses. Items in his book requiring visual closure are hard for R. He "interrupted" himself to briefly comment (two to three word phrases) on a camping trip he saw in a movie. Voluntary speech is down to three per session, in addition to the responses requested.

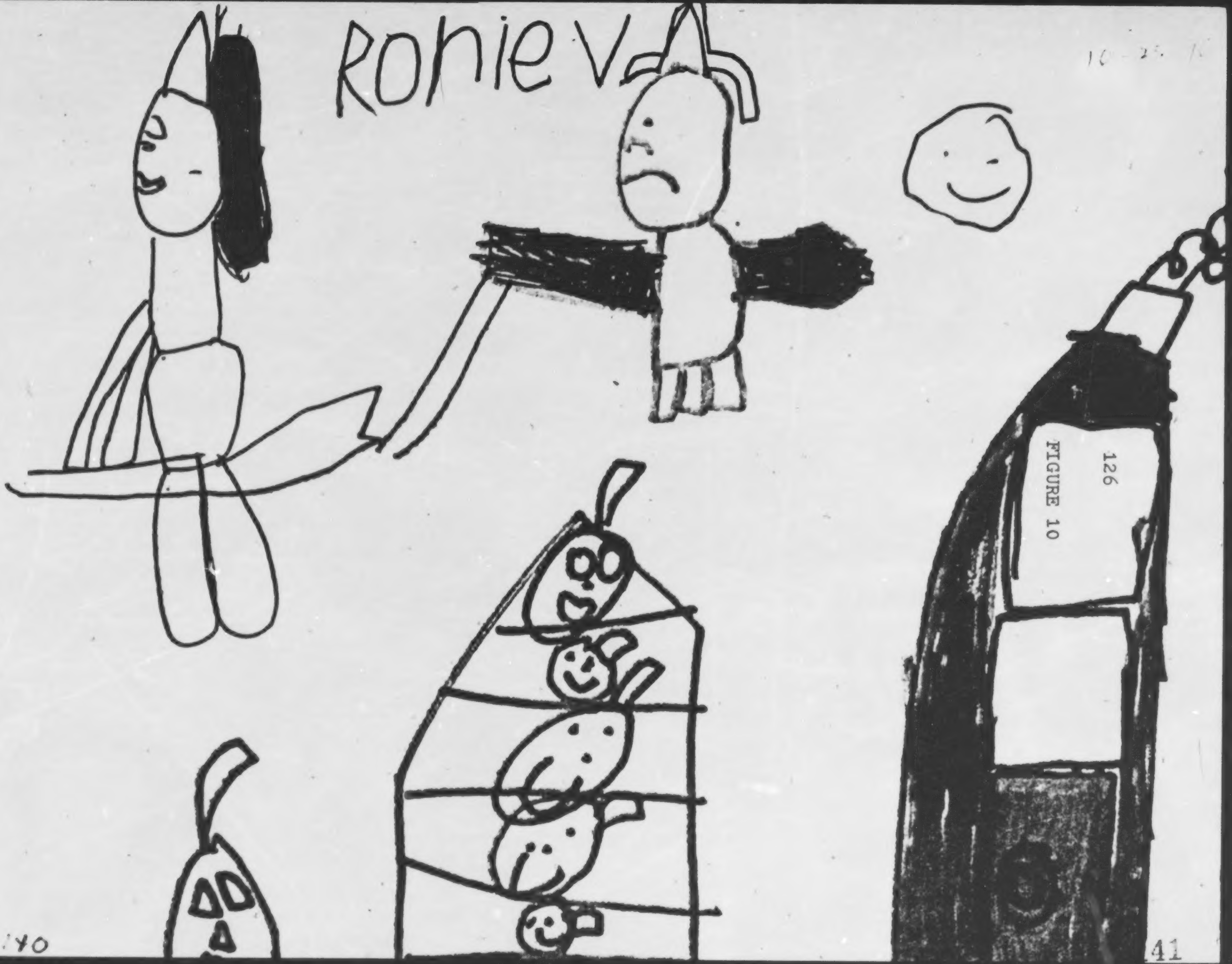
Week of 11-15 Oct.--no sessions held

Week of 18-22 Oct.

R. worked successfully on the Buzzer board again. He didn't know the story and sequence of The Little Red Hen, so it was told to him for an activity from his language book. In the Learning to Think book he was required to name pictures. He missed: ladder, wagon, wheel, barrel and strawberry. He did better on the visual memory cards--and then asked for the Sequence cards. When he was told the story, he was able to re-create the sequence. His voluntary speech was at a high peak this session--eleven utterances plus the responses required by his work. The following session he demonstrated difficulty again in tracing and being able to identify sounds. The visual memory improved when he said the names of the objects out loud a couple of times first.

Week of 25-29 Oct.

R. did not know several nursery rhymes, but he listened intently to them being read to him. He was given more practice in following aural instructions and drawing forms on the chalkboard. He had no trouble with between, under, and over as concepts--but he did not know before. He made another Halloween picture. (Figure 10). The second session he was very unresponsive initially (as is the pattern he has developed.) Then, as he got into his work, he warmed up. Often pictures in his workbooks stimulate him to make comments. The picture cards of animals reminded him of the new zoo--which he had just seen, so his voluntary utterances went up to eight, from a low of two the previous session. He has expressed a liking for the work which includes identifying absurdities.


Ronie V.
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140
41

FIGURE 10

Week of 1-5 Nov.

For the first time, R. spoke voluntarily on the way over to the session. He told what he wore and did for Halloween (the previous evening). When he arrived in the room, he immediately requested a favorite book and got right to work. Practice in auditory discrimination was given, plus work on following aural directions. He asked to make another picture--Halloween was still the subject. Voluntary utterances went up to nine. The next session he worked on visual memory work, which is still somewhat difficult although he tries hard. Following auditory directions in his Learning to Think book was hard for R. He was much quieter today, with only one voluntary utterance.

Week of 8-12 Nov.

R. was observed in his classroom--a combined class with two classes, three teachers. He was a silent child among the 60 other childen and showed a lack of self-direction, requiring constant instruction as to what his task was. He worked with a peer-tutor, though he spoke only necessary words. During the morning news session, R. sat quietly and appeared to listen, even though the children spoke very softly. During the next session, he was somewhat quiet again--with a total of three voluntary utterances--but he did respond well to his work. He does quite well on the Association cards and can pair items well. He is given the opportunity to chose his work during the sessions, and appears to be able to direct his energies and work better than in his classroom. He made a picture of a man throwing candy from a van. The pictures are a source of pride to him--he always looks to see if they are still pinned to the bulletin board as he arrives for his session. Although his descriptions are brief, he will tell something about each picture.

Week of 15-19 Nov.

A little slower getting started today, although R. responded well to classifying items and seemed to know broad classifications (fruit, furniture, tools, etc.). He did well on his listening practice today. Voluntary utterances were up to nine for this session. The next session found R. doing a good job on classifying buildings and the contents (such as stores, hospitals, etc.) however he did not know the names of the different items. His listening training was good this session, also. In the picture story work, he was asked to tell more story and he was able to do so. His voluntary utterances only totalled four.

Week of 22-26 Nov.

Again, R. was silent for most of the session. He had previously made a Christmas picture and, after much probing, the following story was elicited from him:

> Santa Claus is going to give the boys some toys. He is going to give the girls some toys. Then he is going to another house.

In his language work, he had great difficulty re-telling the story of The Three Bears. He worked on learning to tell time--already he seems to know the hours pretty well. Continued work in his Learning to Think book showed that he did not know these verbs: crawl, hoe, pack. He reviewed the Antonym Cards--when the pairs were scattered, he was able to match them up. He was also requested to identify the pictures verbally, and did so with difficulty. He had five voluntary utterances.

Week of 29 Nov.-3 Dec.

R. continued working on the same activities--showing improvement in being able to identify time, both the hour and the half-hour. He much enjoys Learning to Think and always wants to do a lot in it. He is learning to listen more carefully to instructions. He was a little more willing to give verbal descriptions to the picture stories in his language book this session--though very limited (2-3 word phrases) were used. Because of his continued constant coughing, he was taken to the health aide for a check-up. He used seven voluntary utterances. The next session he made another Christmas picture and again had great difficulty in being able to tell a story about it. He had said that he wanted a walkie-talkie for Christmas--which his picture illustrates--yet he gave this story:

> Santa is going to give them toys. (Figure 11).

He did, however, express some good concepts in discussing the story covered in pictures in his language book. He was able to give reasons for actions and guess what would happen next.

Week of 6-10 Dec.

During the administration of the Boehm Test of Basic Concepts, R. constantly looked to the hearing specialist for reassurance that his answers were acceptable. In the second section of the test, he had a lot of trouble. He missed such concepts as: center, as many, side, alike, beginning, never, match, forward, above, separated, pair,

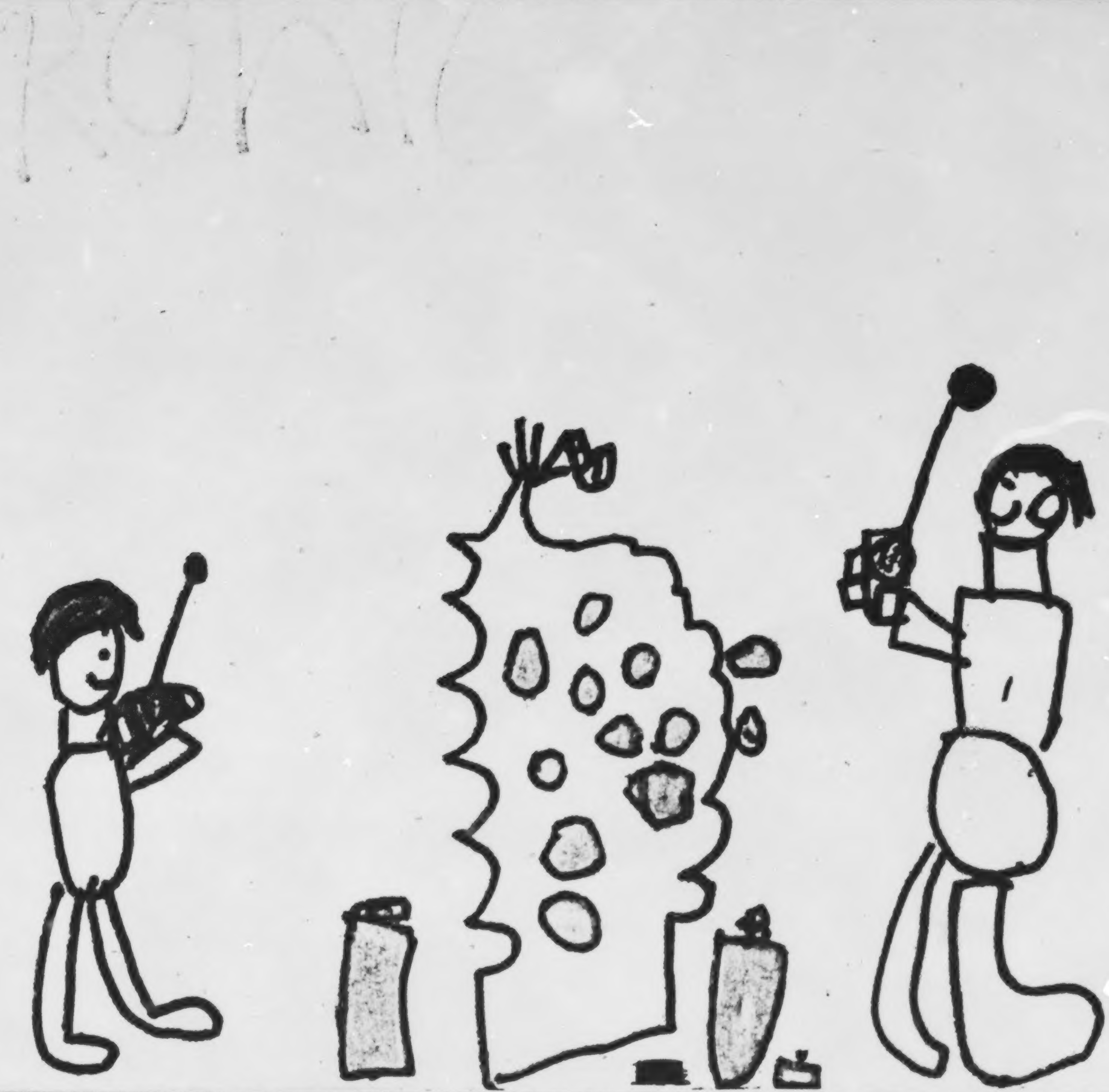

FIGURE 11

equal, in order, third, and least. He missed 21 of the 50 items--obtaining a 58 percent score. R. continues to exhibit the same kind of slow warm-up behavior: he is very silent and non-responsive for about fifteen to twenty minutes, then he will begin to express interest in the work he does and start to make voluntary comments. He had seven voluntary utterances this session.

Week of 13-17 Dec.

R. worked on sequencing and story-telling from pictures. He needed to be questioned in order to elaborate on his bare-bones presentations. In his Learning to Think book, he again exhibited difficulty with the visual motor and coordination exercises. He set his own goal of ten pages, and achieved it. Some additional nouns he did not know were: barn, yarn, candle, iron. Again, he began to warm up at the end of the session and spoke a little more freely. Most of the voluntary utterances occur in the last ten to fifteen minutes. (Impression: R. is deliberately holding back speech. He appears to be very observant and to have much to tell--but the speech must be released first.) The voluntary utterances were again seven for each session.

Week of 3-7 Jan. 1977

R. was more receptive and open this first day after Xmas vacation. His session is the first thing in the morning, so it was his first opportunity to tell about the holidays. He responded to questions and was willing to compose a story. He had pretty much composed the story by himself. The voluntary utterances occurred earlier in this session. R. worked enthusiastically on all the activities provided: language book, making picture to accompany his story, Learning to Think book. His story, to accompany figure 12, was:

> After Christmas, twelve people came to my house to pop firecrackers. They brought one big box of firecrackers. I popped five firecrackers. They went POP!

His voluntary utterances this session totalled eleven, and were often prefaced by the word, "After...".

Week of 10-14 Jan.

R.'s language book contained the story of The Three Billy Goats Gruff, which R. didn't know, so it was read to him. His responses, and the story he was supposed to tell, were minimal. He was again very silent and uncommunicative. Attempts at drawing him out (discussing his newly-missing tooth, a new puppy he has, etc.) were unsuccessful. When asked to write all the words he knew, he produced the following: cat, bot, R.V. (his full name), and the numerals 1-25.

3 Jun

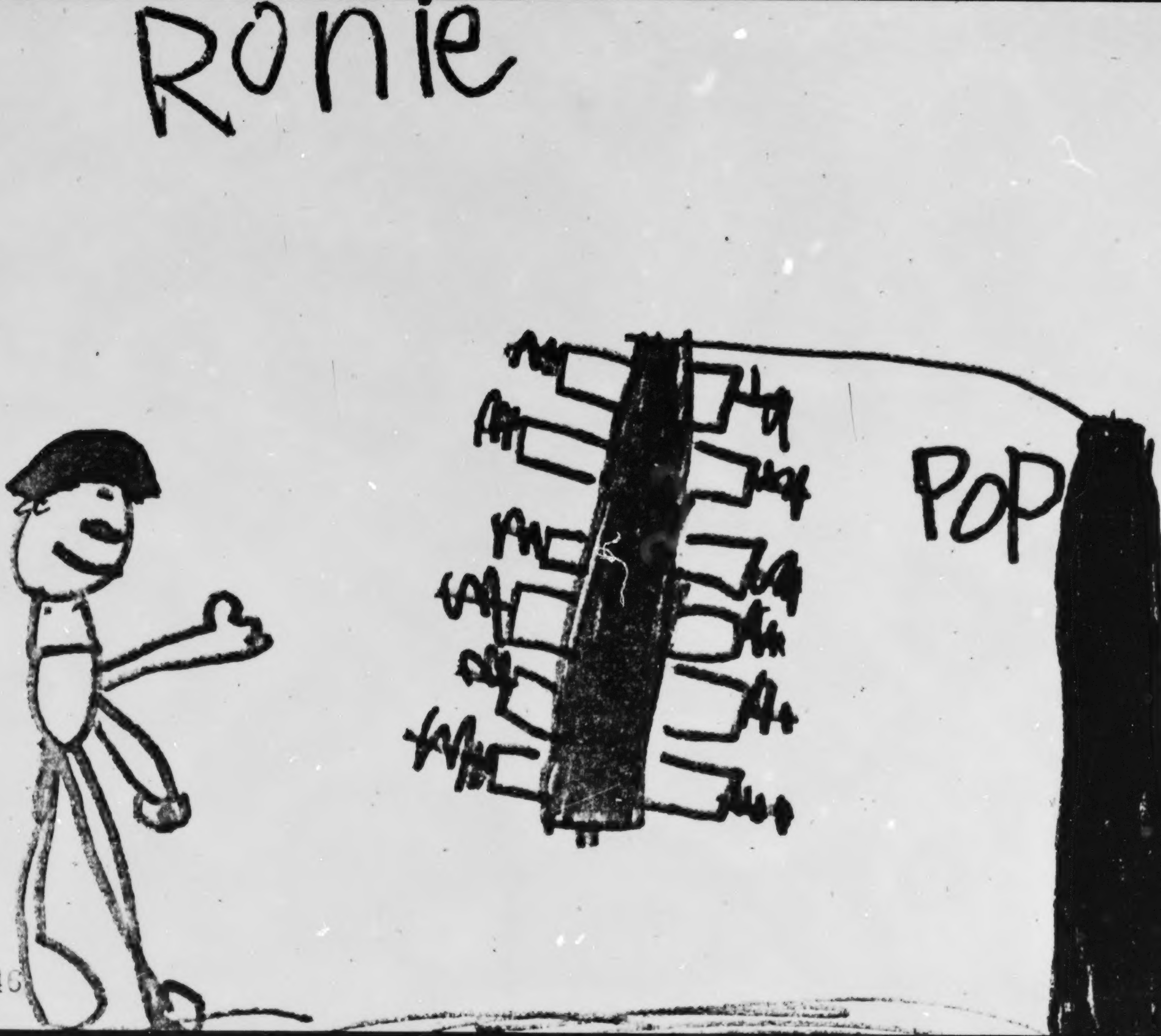

FIGURE 12

R. worked willingly, though non-verbally, with his language books, and in matching the Homophone cards. An attempt to get his responses to his Big Brother activities was made, to no avail. He still has a very persistent cough. There were only two voluntary utterances. During the second session, he attended a pantomime program, but returned after recess to "tell about it." As another (older) student was in the room, R. would not talk, but agreed to tell about it at the next session.

An evening conference was held with R.'s parents. They are both concerned about him, but do not seem to think that he is much behind anyone else in his class in language development. They agreed that he didn't talk much at home, and they were happy to have him participating in the Big Brothers program. They expressed their fears about the possibility of surgery for him, and said they would talk it over again with a relative who is a physician.

Week of 17-21 Jan.

When R. was questioned about the pantomime program, he would only give brief answers--which almost had to be pulled out of him. He did make a picture of it (figure 13) and then only answered questions about it with single words. He again went right to work with all the other activities provided. Some difficulty was noted in directionality. He cannot identify auditorily consonant sounds. There were no voluntary utterances this session. During the next session, R. was much more responsive. Story books were looked at and he responded to questioning. Pictures from his books stimulated him into telling several things: he talked about his dog and other things they brought to mind. There was more work on matching beginning sounds. This is still very hard for R. He does not seem to know all the color names (to read) although this was an activity provided in his classroom last year, as well as this year. His voluntary utterances went up to twelve.

Week of 24-28 Jan.

The color names were reviewed with R.--he knew all but purple, yellow and green. He chose to work in his Learning to Think book, covering rhyming words, visual closure, listening and identifying sounds. Another attempt was made to use the Instant Camera to stimulate speech--although it wasn't effective. He was interested in learning how to use it, however, so it can probably be used later. His voluntary speech was nil--he only responded to questions. The next session he was much more open and appeared happy (which he doesn't, usually). The pictures in his books again stimulated speech, initially.

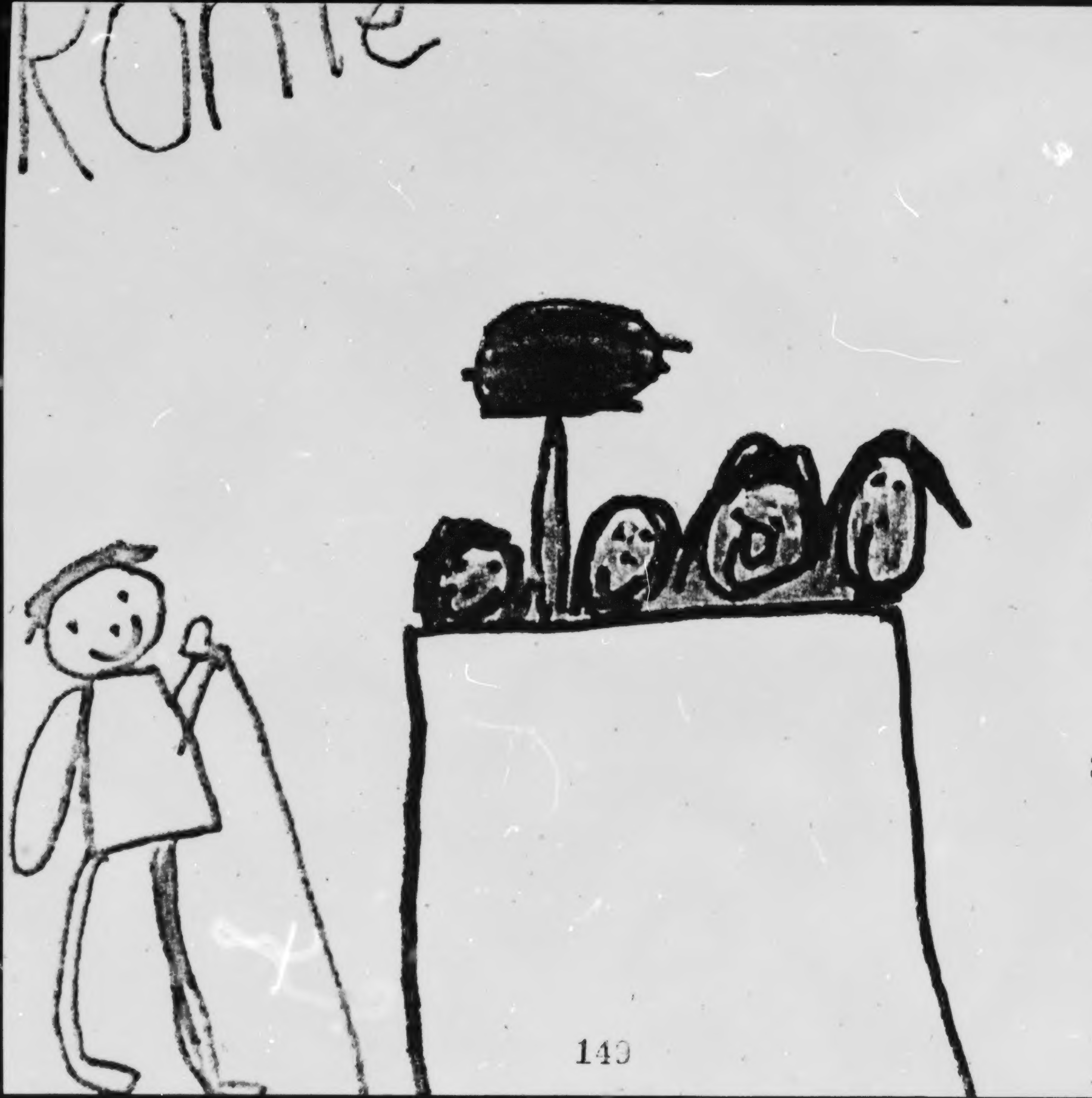

FIGURE 13

voluntary speech.

In the next session, R. responded to questions on the way over to the room--and even volunteered some comments. He set his own goals and limits again in the work he would do in the session, and was smiling and happy over completing his Learning to Think book. He told of his sister's and brother's joint birthday to be celebrated at McDonald's. "Us goin' stay long time," he remarked. His voluntary utterances were up to nine.

Week of 14-18 Feb.

R. finished the Sequence Cards, though he had some trouble doing one of them. He chose his new Learning to Think book and looked through it for the absurdities lessons. He catches on to these quickly and chuckles each time he sees them. More instant pictures were taken and a demonstration of how to use the camera turned him on much more than previously. He was very competent this time. Later, he asked to make a picture of his family going to the birthday dinner at McDonald's. (Figure 14). While drawing it, he said, "My bruddah has one friend--his name is Ronald." He has been smiling more and is freer with his speech during the last few sessions. His voluntary utterances were fifteen this session. R. was absent for the second session.

Week of 21-25 Feb. Holiday, and illness absence.

Week of 28 Feb.-4 Mar. Absent.

Week of 7-11 Mar.

R. has been reluctant to return to school. Much of the absence lately has been non-illness--just a refusal to come to school. In the first session, he was already in the Health Room, but he came over for his session. He worked well, but quietly. The story work developing prepositions and identifying shapes was easy for him He briefly told stories in sequence. He had trouble following oral directions, particularly when more than two were given. The phonics work again was very hard for R. He has been referred to the counselor in regards to his school-phobic behavior. His voluntary utterances are down to two. No session was held on Friday.

Week of 14-18 Mar.

R. really took to the programmed language, Project LIFE, and insisted upon doing four lessons. He did them quickly and well. He was more responsive this session--although his utterances were not long, and it took till

He produced one of his longer sentences: "My bruddah said going rain," then went on to talk about the animals at his house, who feeds them, what they look like, etc. His voluntary utterances went up to nineteen.

His teacher had commented on how slow she thinks R. is, so it was suggested that he be referred for testing by the Child Study Team.

Week of 31 Jan.-4 Feb.

More picture stimulation cards to stimulate language with R. were ineffective, although he was able to relate the words and pictures of the Vocabulary Track cards. His workbook containing reading work covered some vowel sounds, which he is not able to identify or hear. He also had some trouble doing the descriptive passages and visual completion work in his Learning to Think book. He made a picture of himself and his friend playing in a basketball court. It was observed that R. sometimes whispers and mouths words and phrases as he works (silently.) Voluntary utterances were down to two, plus three in direct response to questions. Visual memory work in the next session was better than it had been in the early fall. He also did better on the sequencing cards and gave brief phrases describing them, in direct response to requests. The work on writing letters--upper and lower case--was challenging to R. He needs to follow directionality arrows, as he tends to make the letters very awkwardly otherwise. His voluntary utterances were nil, with only responses to questioning this time.

Week of 7-11 Feb.

During the first session, R. was observed in his classroom. He sat quietly as the class was getting weekly work-plans. His Monday space was filled out, indicating he was to work on Listening-Speaking skills. All the other children went to their first task, but R. just sat, until he was reminded to begin. He is coughing heavily again. He spent much time (15 minutes) going through the box containing the work he was to do, again mouthing words. He finally did his task, with a tutor. When it was finished, he sat--until another tutor came along. He let the second tutor repeat the same lesson. His teacher confirmed this lack of direction. She also said that the older children in his family had been taciturn also, but not as much so as R. She commented on the deep interest of his parents in him: they both come to conferences, attend meetings and evening programs. During the last ten minutes, R. accepted tutoring from the Hearing Specialist in a listening program, then he selected an activity to do independently. There was no

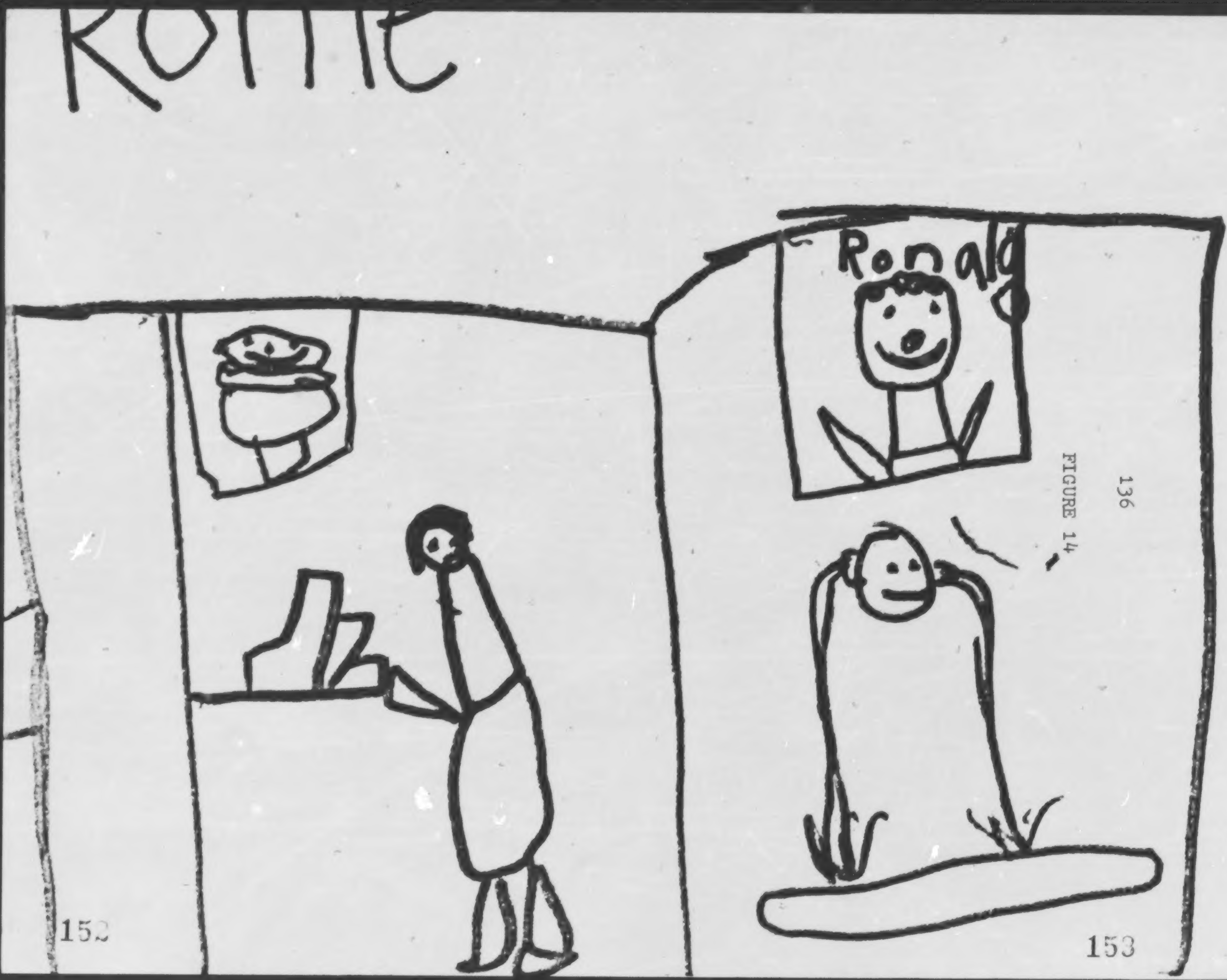
Ronnie
Ronald
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FIGURE 14

almost the end of the session before he spoke much. He asked to make another picture. His voluntary utterances reached eleven. The next session he responded immediately to talk of zoo animals, telling which ones he has seen, which ones he likes, etc. Phonics work was again hard--he doesn't know beginning sounds: v, h, d, g, m--and he did not find the others easy. He indulged in his first instance of joking--while choosing his task limit. He made an Easter picture and smiled the entire time he was drawing. Voluntary utterances were at ten this session. (Figure 15).

Teacher conference: she reported that R's mother apparently doesn't think R. has a problem. There was much in the way of "He can...", "He does..."kinds of statements from the mother. A deficiency notice has been sent home, preliminary to the possible retention of R. in the first grade. The teacher commented that he is still pulling imaginary illnesses to stay home from school.

Week of 21-25 Mar.

For the second time, R. spoke voluntarily on the way over to the session. He told about the family's going camping. During this session he gave a lively and interested response to the listening activities. He set himself a hign goal of work to complete, and, as usual, was able to meet this goal. He talked about kites (stimulation from picture in his book) and described his and his brother's. This was one of the few times R. smiled as he left. His voluntary utterances were eight. Holiday next session--Kuhio Day--so no session was held.

Week of 28 Mar.-1 April

R. was absent for the first session. The second session began late as the room was commandeered for an administrative conference. R. asked to "do plenty" of LIFE lessons, though he had difficulty with visual discrimination of letters and word forms. He began to answer rapidly and had a high error count. His voluntary utterance count of five included one of his longest sentences.

Teacher conference: she had conferred with the parents and said she feels they are looking to the surgery this summer as a panacea for all his problems.

Week of 4-8 April Vacation

Week of 11-15 April

R. responded to questioning about the vacation on the way over to the room. When he did well on the LIFE

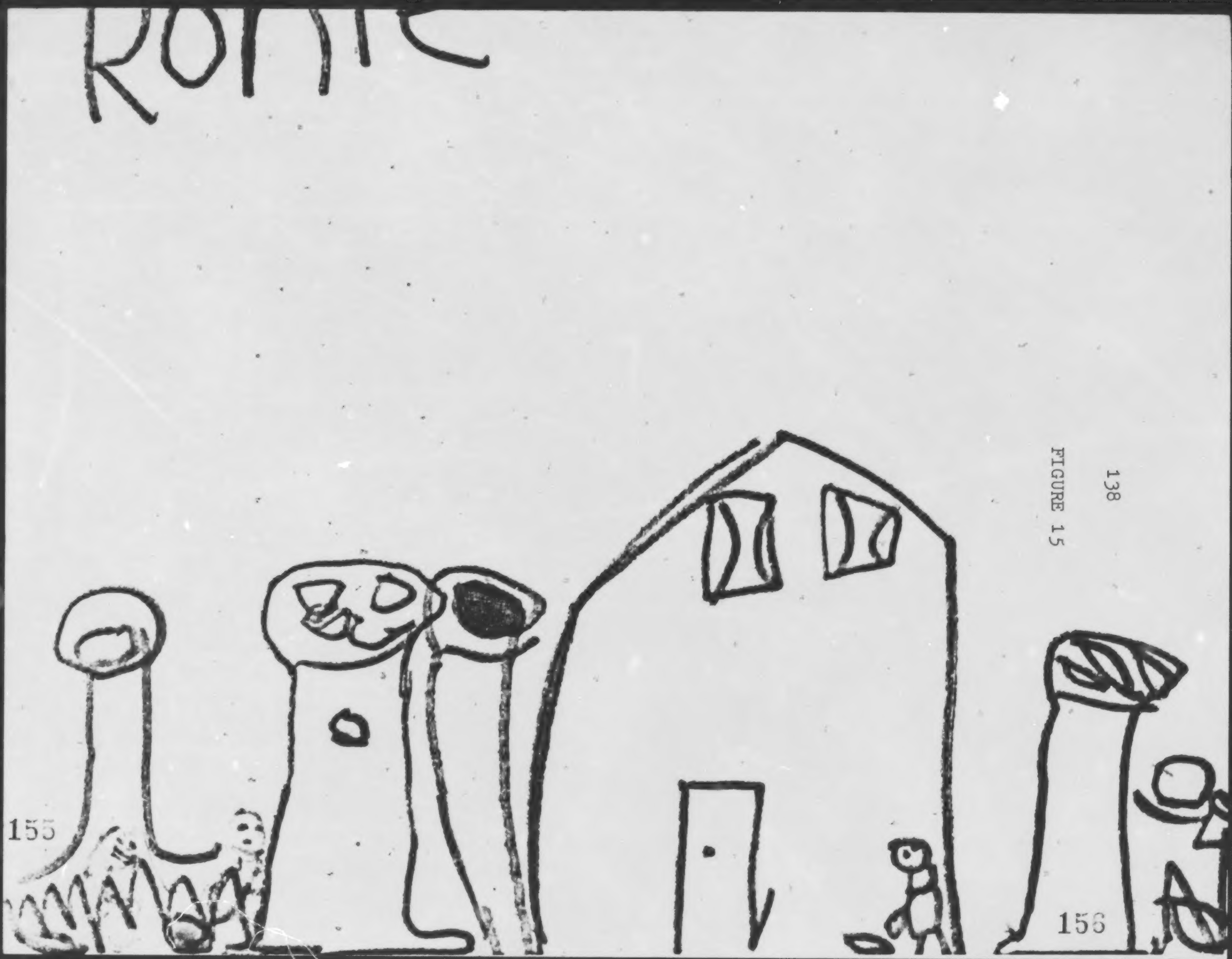
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FIGURE 15

test, one more lesson was suggested, but he said, "Two more!" He missed several items on the LIFE language lessons, but he is beginning to be able to read some words and to remember them. He is learning to give verbal responses more often--as he is being required to make a choice of statements instead of only giving single word or yes-no responses. He talked about the Boy Scouts and their activities. He asked to make another Easter picture, and then remembered that he had promised to work on his phonics and did that first. His voluntary utterances reached eighteen. The next session R. again worked well on LIFE and also showed progress in the LIFE language lesson. He wriggled around a lot this session--which was a little more demanding in concentrated small muscle attention. He only had three voluntary utterances.

Week of 18-22 April No sessions held.

Week of 25-29 April

On the walk over, R. outmaneuvered the Hearing Specialist so that he had his "bad" ear towards her, and no conversation ensued. He worked on rhyming words and phonics during the session, which were a strain, but he stuck it out. He again set high limits for himself, and determined to complete them. He talked as the pictures stimulated him--so that his voluntary utterances went up to eighteen again. Second session was not held because of the May Day program.

Week of 2-6 May

R. began a habit that continued all month--he was absent every Monday.

The next session he worked on LIFE, though he guessed wildly and did not respond verbally until it was demanded of him. He worked on his language workbook to reinforce the reading he is learning in the LIFE language program. He chose his Learning to Think book and completed it. He had seven voluntary utterances.

Week of 9-13 May

R. was very eager to do the testing and was smiling and happy during it. After completing one part, he chose his new Learning to Think book to work on, and looked all through it for absurdities. He mentioned the chocolate valentine he had gotten from the Hearing Specialist. He had eight voluntary utterances.

Week of 16-20 May

This was the most vocal of R.'s sessions. He started out by responding to questions, then asked to work immediately on LIFE. He did quite well on both the perceptual training and the language. He voluntarily read out all the choices in the latter. The instant camera was used again, and much more vocalization occurred then. (His mother later remarked that he put the picture of himself on the refrigerator door, so all in his family could see it.) Again, he chose the Learning to Think book--which he really enjoys. His voluntary utterances reached a high of thirty.

Week of 23-27 May

R. was silent on the walk over to the room, and during the post-test of the Boehm Test. (He missed 14 out of 50 this time and made a score of 72 percent.) During his work on LIFE, he read some of the text out loud and then began talking about the progress of the filmstrip in and through the machine. He asked to work in his Learning to Think book and did quite well in it. His voluntary utterances were at seventeen for this session.

Y.M.

Week of 13-17 Sept. 1976

Y.M. started off the school year by being very excited about the possibility of Big Sister activities. A week-end camp-out was planned, which she and her sisters were taken to by the Hearing Specialist and her Little Sister. Much excited talk went into planning what food to take, what time to be met, what clothes to bring. On the day of the trip, the girls were picked up and driven some forty-plus miles to the beach location for swimming and picnicking. No one spoke a word during the entire trip, except the Hearing Specialist. Heading back to the camp, the atmosphere was a little more relaxed, but the silence still pervaded the car. Once they got out to chose a cabin and find things to do, the girls loosened up and relaxed. Afterwards, during the sessions, Y. was the complete opposite: she talked about the camping trip for several weeks, at each contact with the Hearing Specialist. She also dictated a story about the trip, with a colorful illustration:

> We came to Camp Pecusa. We walked to the Manager's house. He told us to pick any cabin and we picked Number 4. It was red. We put all our stuff in there.
>
> We put the blankets on top of the beds. After that, L. said, "Y., where's your blanket?" I said, "I brought 'em!" But there were no more blankets! So Mrs. Spangenberg said I could use her sleeping bag. I was happy.
>
> Then we went swimming again. The water was warm.

Week of 20-24 Sept.

There was much continued chatter about the camping trip, and a number of other subjects. Y. often is very interested in death, ghosts and what happens when one dies. She has been anxiously awaiting the arrival of the ear-molds so she can use the auditory trainer. When they arrived, she was very excited and happy to learn about the care of the equipment. Having another child in the class who uses the auditory trainer (T.S.) is helpful.

Week of 27 Sept.-1 Oct.

Y. has been very motivated to increase her reading skills and asks to practice reading during the sessions lately. She is also very willing to work in her language and phonics books--as long as the work is not too difficult for her. In work in her classroom, she also asks for reading help. She spent one session entirely discussing the possibility of ghosts--and all the fun one could have by being a ghost. Her imagination grew with each revelation!

Week of 4-8 Oct.

During the early part of the week, Y. was glum and slow to get moving. She is expressing some envy over her older sister's having her Big Sister, and wishes she had hers. She finally settled into doing some language work, but with little enthusiasm.

Week of 11-15 Oct.

Y. started off the week in a very foul mood: no talking and few responses, no interest in doing any work. Her classroom teacher reported she has been unresponsive, also. Finally, Y. admitted that no one had observed her birthday until she received the flower from the Hearing Specialist--she had no birthday cake or presents. When it was suggested that she write one of her good ghost stories, she brightened up and charged right into the story. This was what she dictated:

A Ghost Story

> Me and you went swimming. We are ghosts. Nobody can see us. When we got out of the water, we went to the store. We went to take the money. After that, the lady came and she said, "How come? Where's my money?" She went away and called the police. We went to put the money back inside the cash register. The police came. The lady said, "My money is gone!" Then the police said, "The money is there!" The lady said, "How come? The money wasn't there!"
>
> We laughed at the joke.
>
> After that, we went to somebody's house to watch T.V. The lady in the house went into the kitchen to make some food. We turned the channel to 12 to watch Wonder Woman. The lady came back and she said, "How come? Who turned to Channel 12?" She turned it back to Channel 7. We changed it back to Channel 12. The lady went to sleep. The ghosts carried her to her bed.
>
> Early in the morning, she woke up and said, "How did I get to bed?" She went inside the parlor

> to check to see if the T.V. was on. It was. "Why is my T.V. still on? I went to sleep in the parlor!"
>
> The ghosts were sleeping on the rug, but she didn't see them. They woke up and went home. After that, they wrote a letter to a man with black hair who was Japanese.

Work the rest of the week was done in a happier frame of mind. In the classroom, she tutored a fellow student in typing, and received some assistance from the Hearing Specialist with word stacks. She has gotten excited about the coming of Halloween, so has made a picture and has spent a lot of time talking about Halloween.

Week of 18-22 Oct.

Y. asked that the finger puppets be brought to the sessions. She then spent much time running through traditional stories with them. She was careful not to omit any parts she knew, and asked if there were anything else to add. Work in the classroom, with the Hearing Specialist's help, was on HEP (Hawaii English Program) projects--listening and following directions, discrimination lessons.

Week of 25-29 Oct.

Y. has been meeting with success in independent reading, so she has asked for more work on that. She still gets irritated when she is corrected for her mistakes, though. She has brought books to the sessions often. She spent some time planning what she will do for Halloween.

Week of 1-5 Nov.

Her classmate, hearing-impaired T.S., was out sick all week, so Y. wrote her this get-well letter:

> Dear T.,
> I miss you. I hope you get well soon.
> I wish you could come to school tomorrow.
> Love,
> Y.

Y. is still very interested in puppets, and has been making scenery for the plays she wants to do. She has been in a happier mood, though she is still most eager for her Big Sister now that both of her sisters have theirs. After a discussion, she decided to send this letter to the caseworker to ask her for her Big Sister:

Dear B.J.,
PLEASE I like my Big Sister. I like her soon.
After I get my Big Sister, I would tell you, "Thank you."
I like when she will come to my house and then I go to her house. I wish you find a Big Sister with a small daughter. So when I come to her house I can play with both. I wish they would be nice to me. If they give me food, I would tell them "Thank you."
Love,
Y.

Week of 8-12 Nov.

Y. was very anxious about the effects of the letter on the caseworker. She spent time talking about the holidays coming up and all that she could do. Her work in the classroom concerns listening activities. She continues to ask for puppets, although she does more talking around and about them than actually acting with them.

Week of 15-19 Nov.

Y. spends lots of time asking questions and wanting to know why things happen and, what would happen if... She is agreeable to working on her language and listening training activities also, although she discourages easily when she thinks she should get the answer sooner. She spent a final time with the puppets--though she never seems to tire of repeating the same story over and over again.

Week of 22-26 Nov.

Again, Y. is full of chatter--anticipating the matching session with her Big Sister. She is having much trouble controlling her impatience! A new game activity captures her attention--a Shopping game. She wanted to chose her own list of things to "buy", but she has great difficulty determining how much things would cost her. The prepared lists are easier for her to use. She has no conception how change is made, and even is not sure of the values of the coins.

Week of 29 Nov.-3 Dec.

Y. is eager to report on her Big Sister, though she restrained herself till she reached the room. Then she gave a blow by blow account of the meeting, and expressed her approval of her Big Sister. Talking is very important for her to do right now--and she is anxious to share her joy.

Week of 6-10 Dec.

Y. asked to use the Shopping game again. She talked a lot about her Big Sister and her sister, J.'s, Big Sister. Her mood is less exuberant and although she will do the work requested of her, she puts very little effort into it. She is very grouchy about her mistakes. Her teacher notes these mood swings, also. Y. asked to make a Christmas picture and seemed happier as she drew it, making comments on the upcoming season.

Week of 13-17 Dec.

Y. was only seen for one session this week. She bounced into the room with a smile and a hug. She was full of the exciting Christmas doings: a Big Brothers/Big Sisters Christmas party, a party in her classroom, gifts being made, the Christmas tree. She was also ready to do her language work--and did several pages without a single complaint over mistakes. She remarked about T.S.'s speech, "T.S.--she talk funny kine."

Week of 3-7 Jan. 1977

Y. decided to write a letter to the caseworker to thank her for her Big Sister. She spent much time planning it and discussing what to write. Then she asked if she could have her picture taken with the Instant camera to send to the caseworker. She then went to work, smiling, as she decorated the envelope in which to enclose the letter. Another session, she arrived early, so she could talk about her Big Sister. She is eager again to do her work, even though some of it is fairly difficult. She even got to joking around, and acted a little silly by the end of the session. Her letter to the caseworker follows:

> Dear B.J.,
>
> Thank you for my Big Sister. I like her a lot. She is nice. I like Andy, too. Andy is really silly!
>
> Sharmen and I and Andy are going to McDonald's. Friday we are going to Sharmen's house. I am going to help Sharmen clean house and we are going on a picnic. Then we're going to have a dinner. Maybe I might sleep over.
>
> Saturday I am going to help Sharmen clean her car.
>
> She is really nice.
>
> Love,
> Y.

Week of 10-14 Jan.

This was a week of ups and downs for Y.: she was very excited over receiving a letter in answer to hers to the caseworker; she was glum and irritated with herself over difficult academic work; and she was happy and excited over a planned trip with her Big Sister and a picture-taking session with T.S. Y. tends to these extremes of emotional expression, but she is slowly learning that she has to control herself to reduce the negative effect it has on others around her. The decision for change is left to her during the sessions. Learning to make choices and decisions for her own behavior is apparently new to her.

Week of 17-21 Jan.

One session Y. asked to come early to relate news about her Big Sister. She also asked to write to ask her Big Sister to come to watch her hula. Much of the week she was rather silent and grumpy--but she gave evidence of still being in control. She hasn't been well--there are colds going through her family. She cheered up when she was told of the caseworker's pleasure in receiving her letter.

Week of 24-28 Jan.

Another need to come early, and stay late--as Y. reported on a particularly enjoyable overnight stay with her Big Sister. She spent most of one session telling of this happy event, then she stayed over to tell T.S. a bit about it and join her in instant picture taking. The next session she had made a 180° change, and could hardly control her anger. She offered no explanation--yet she did make some change in her behavior when the decision making was forced on her. She was asked to draw a picture of the ugliest person she could think of--so it could be put away along with her bad mood.

Week of 31 Jan.-4 Feb.

Continued mood swings hit Y. An early arrival to her first session announced her need to tell of her activities with her Big Sister. She was smiling and happy as she related what she had done and how much she likes being with her Big Sister. Her work reflected this happy mood, and she tackled it with enthusiasm. Another day, in her room, she slammed books around, argued with her teacher about what work she was to do in HEP, and took a while to get in a better mood. Success in doing what she thought was very difficult work brought about a change in mood.

Week of 7-11 Feb. No sessions held.

Week of 14-18 Feb.

This week found Y. in a happy, cheery mood all week. She asked to write a thank you to her Big Sister, and then typed it. She told of the hula engagement she and her sisters have to perform in Lahaina. She allowed herself some mild griping about not being allowed to swim (she gets ear infections easily) as her class is going on a beach field trip. The work in her classroom with her was pleasant and successful. Later in the week she told of the hula dancing--and spent much time describing what happened. She was full of a need to talk: about the work she did, her personal life, and stories. She asked to draw a picture about the hula dancing, and continued talking as she drew it. As she talks, Y. often asks questions or asks the meanings of words she doesn't know. This expansion of her language has been occurring regularly this year. Her letter to her Big Sister follows:

> Dear Sharmen,
>
> Thank you for the kitten Valentine card and the LOVE pin. I like them lots and lots.
>
> Thank you for EVERYTHING: for letting me sleep over, for letting me make cookies and spaghetti. I like spaghetti and cookies--they are my favorites.
>
> Happy Valentine's Day, Sharmen and Andy!
>
> Love,
> Y.

Week of 21-25 Feb.

Mixed moods characterized Y. again this week. She was introduced to the programmed language, Project LIFE and seemed to enjoy a moderate amount of success with it. She was less talkative and smiled less. She did take time to tell of seeing Peter Pan with her Big Sister. She is having difficulty with reading. This pervades all of her academic work and makes her very impatient with failure. She tends to be careless, and does not really put much effort into her work when she is in these grumpy moods. Later in the week she described two movies she had watched on T.V. (Her family tends to stay up late, watching films.) She requested clarification of some of the words she didn't know.

Week of 28 Feb.-4 March

Y. started off the week by being grouchy again, but when her mood wasn't accepted, she changed. When she came over for her session, she was in a better mood--and built herself up to excitement as she described a lot of special events which would be taking place during the week. These included special school events and a visit with her Big Sister. Later in the week, she shared a session with T.S. and enjoyed the role of being the leader in playing Simon Says. She worked better than she had previously. The last session, she appeared forty minutes early (during T.S.'s session) and could not be persuaded to return to her class. She was put to work on LIFE and, as she met with success, she was quite happy. She again complained about not being able to go swimming.

Week of 7-11 March

Y. was more settled this week and did not exhibit such wide mood swings as she has recently. She was quieter, but smiled often and seemed to put greater effort into her work. She went to a puppet program and was quite impressed with the performance. In her room, she insisted upon showing the shells she had collected on the beach excursion, and then if she could write a story about it.

Week of 14-18 March

Y. was much more talkative again this week. Again, she reported on her activities with her Big Sister. She made pictures of the different events and wrote brief stories for each. She asked for specific directions for drawing a cube, how to show arms holding a tray, a dress. When she draws, she talks happily about any number of things. At times, she is hesitant about the drawing--as she does not think she can draw well. (Her sister, J., draws easily and well.) She has been doing better in her language work and is succeeding more with LIFE. This was the caption to her beach excursion picture:

> We went down to the beach to look for shells.
> I found a big shell.

Week of 21-25 March

Again, a happier week for Y. She is doing her work well and enjoying the success. She talks freely and frequently of T.V. movies--again requesting and getting language expansion as she describes the story sequences. She also has been full of talk about the Special Olympics she will be in. Her Big Sister is coming to watch the event. In her room, she rushed to show off her T-shirt, especially made up for the event. Afterwards, she took time to chat with T.S., and then asked if they could share their session again.

Week of 28 March-1 April

Y. spent much time telling of the Special Olympics event, and then had a long grumble about her Big Sister not driving her home (an extra 35 mile trip for the Big Sister.) She told of her mother's complaining, and finally admitted that her Big Sister's mother was ill and that what had happened (Y. had to ride the bus provided) was reasonable. Later in the week, she was in a cheerful mood despite the rain and she enjoyed sharing sessions with T.S. and talking into the tape recorder. Y. came in with T.S. for a hilarious noon visit. They chatted on the tape recorder, told jokes, showed off some acrobatics and took pictures with the Instant camera.

Week of 11-15 April

Y. began her sessions by reporting on her Big Sister's car break-down, and of her phoning Y. instead of visiting. There was much chatting about a visit to the carnival, the rides, etc. and she also asked to write a story about this. The May Day activities around stimulated her to comment on her auntie, who is teaching J.'s class hula. This better mood spilled over into her work, and she was able to do better there, too. She asked to use the tape recorder--and recorded a story which was complete and thorough. This is Y.'s written story:

The Carnival

> First I went to my friend's house. My friend said, "Can Y. and L. go to the carnival?" My mommy said, "Yes. You can go after you are pau bathe." L. and I bathed together 'cause we had to hurry.
>
> Then we went in the car to the Fairgrounds. We had a dollar. I went to the lady for four tickets. First we went on the Umbrella. After that, we went on the Umbrella again. I went on the train and I was scared. I almost fell off! Then I went on the train again. Then I went on the Ferris Wheel only one time. And, I went on the Scrambler. I rode it three times! We ate rice, chicken and French Fries.
>
> Then we came home. We watched T.V. We made a big puzzle. I slept overnight at my friend's house. We watched the movie at 1:30 till 3:00. Then we went to sleep.
>
> The end.

Week of 18-22 April

Y. had several sessions jointly with T.S., at the request of both girls. They both work well together and there is a lot of communication back and forth. They had had some trouble with the F.M. transmitter--so a lot of time was spent in a discussion of this. The cause of the malfunctioning and their responsibilities in keeping the equipment in good condition were covered. Both girls take complete responsibility and are careful to remind their teacher when things need attention.

Week of 25-29 April

Y. is a little quieter this week, though she is willing to work and is not sulking. Later in the week, she chatted freely about the May Day program. She was willing to leave the whole-school rehearsal so she could have her session. One session she came in to work independently while her sister, J., was having her session.

Week of 2-6 May

Y. is a cheerful, breezy girl this week. She is full of questions and comments on many subjects. She is very happy with her success in formal lip-reading and has asked for more. She discussed the possibility of getting a personal hearing aid, and wanted to know what her hearing loss was in comparison with T.S.'s and her two sisters's. She asked for more lessons from LIFE--stating that she was going to do "plenty!" She planned to play a trick by hiding from T.S. but didn't get to as T.S. came earlier than expected.

Week of 9-13 May

Y. was very happy to do the oral test on the tape recorder. In fact, she was willing to talk all during the session! There was a special program during one of her sessions this week, but she made a point of coming right over after it was over, discussing it, and then getting to work.

Week of 16-20 May

Y. asked to draw, and was agreeable to doing her other work first. She shared a letter she had received from her Big Sister and planned to write a reply. She did well in her language work and felt good about her success. She spent some time discussing the letters she has gotten this year--and how people are affected by the letters she writes.

When she wrote her letter, she expressed how she felt about her Big Sister. She then talked about hearing aids again, and wondered who would pay for one for her. This is her letter to her Big Sister:

> Dear Sharmen,
>
> I miss you. I am thinking of you. I hope your car gets fixed SOON!
>
> Will you please call me when your car gets fixed?
>
> Soon I'm going to a new grade when it's June 8. Guess what grade?
>
> Love,
> Y.

Week of 23-27 May

Y. was very mellow this last week. She had a stiff neck and spent much time discussing the cause and cure of it. She started in on a new book and was most pleased about it, remarking, "Some nice this book!" She was eager to catch up to and pass T.S. in the book, so she eagerly went to work. She re-read some of the stories she has written over the year. She then talked about birds and wondered what it would be like to be a bird herself. She promised to write a letter after school was pau. This was received shortly thereafter:

> Dear Cynthia,
>
> How are you? I do know went to write. But some day I going to write to you. I hope you have fun. Good luck to you.
>
> from Y.

J.M.

Week of 13-17 Sept. 1976

J.M. started off the year with mixed emotions: she was happy over the camping trip and the idea of getting a Big Sister, and unhappy over having to wear an auditory trainer in her classroom. Some of the unhappiness spilled over to her initial work, but when she got to thinking of the camping trip, she became more cheerful. She asked to dictate a story and illustrate it. Afterwards, she was full of questions about the auditory trainer unit, and began to get used to the idea.

Good Fun

> I went to Fleming's Beach. Then we went swimming. They had a big, big wave. The wave pushed us and Tomoyo and I almost drowned! Another big wave came and knocked Y., Mrs. Spangenberg and me down. So we came out of the water. We went to the shower and then we ate lunch. After that, we went camping at Camp Pecusa.
>
> We went to see what number cabin we wanted. We got Cabin No. 4. After that we went swimming. There was a canoe. When we were pau swimming, we played volleyball. We had good fun!
>
> Then we had dinner. We had hot dogs, milk and juice, chile, and bread and cheese. Then we went to play again. It was almost nighttime. They made a bonfire and then we ate Some-mores. Some-mores are crackers and marshmellows and candy.
>
> We went walking on the beach. The boys found a big crab.

Week of 20-24 Sept.

J. was still unhappy about wearing the auditory trainer and allowed herself to go into a sulk and do poorly in her work. She didn't listen to the listening training activities and missed most of them. She finally got into a better mood and said she wanted to finish one of her books, so she worked hard on it. Work requiring writing stories she likes to do, though it is hard for her.

Week of 27 Sept.-1 Oct.

A big discussion of her speech--and how difficult it is for her teacher and others to understand it--was held. J. accepts this as accurate and expressed willingness to work on it during the sessions. She is accepting her auditory trainer unit better and acknowledges that she hears much more than before and that it will probably help her speech, too. She is noticing many sounds she had never heard before.

Week of 4-8 Oct.

J. has been feverish and ill, though she is not willing to stay home. She feels free to ask to help, and is attempting to concentrate more in listening activities. She asked to take home the book she wants to complete.

Week of 11-15 Oct.

Much more acceptance of the auditory trainer is evident--J. even volunteered to wear it while her teacher was absent for a couple of days. She expressed interest in all of the care aspects of the equipment, and she takes time out during the sessions to clean her earmolds. She is working better on auditory discrimination activities. She asked to write a story, by herself, on Halloween. She accepted some spelling and verb-tense help.

Halloween

> I like Halloween and it's fun. It's fun to walk around the place and get candy. Then I see a devil with a knife walking around the place and I will be scared. When I went home my Mother went go see the candy. My Mother went go check the candy then my Mother asked if we want candy then we said, "Yes." Then my Mother said, "Pick five candies."

Because of her intense desire to write this herself and the sense of independence that is developing in J., only limited corrections were given. She could accept these--and will get more as she writes more.

Week of 18-22 Oct.

J. has become really turned on to working hard on her school work. She brought the Dolch Sight Word cards from her class and was delighted when she was able to get through most of them without stumbling. She worked hard on the auditory discrimination and beamed when she did better than before. The success in one area really spills over to affect her mood towards all work.

Week of 25-29 Oct.

The overall attitude of cheerfulness and cooperation which J. has been exhibiting is noted by the teacher. J. began a correspondence with the Hearing Specialist's Little Sister, Tomoyo, met on the camp-out. She asks for spelling and grammar help in writing these letters. She appeared at two different sessions with a letter for the Hearing Specialist and her spouse, both letters covered with hearts and flowers decorations. She decided that she would write a letter to her prospective Big Sister:

> Dear Big Sister,
> I don't know you but I wish you be my Big Sister. I cannot wait for you for come to see me. Maybe you might come next week to see me. When I see you, maybe I might write a story for you. Then you and I are going to have fun!
> Aloha to you.
> J.

Week of 1-5 Nov.

J. was full of chatter about Halloween, and what she did on that occasion. She pitched right in afterwards to do some of the hard tasks she has set for herself. At a later session, she shared the reply she had gotten from Tomoyo. She was quite happy to get this, and had lots of questions to ask about Tomoyo and her relationship to her Big Sister (the Hearing Specialist.) She showed some independence again in her work--"I like to do this by myself."

Week of 8-12 Nov.

This week J. has gone back to her glum mood. She reports she is staying up late watching movies. Then she is tired in school and has a hard time doing her work. She did brighten up to say she is meeting her Big Sister, though. After all her waiting, she finds it hard to believe this yet. She then got herself into a better mood by deciding to write to Tomoyo.

> Dear Tomoyo,
> Thank you for your letter. It was good and I liked it.
> Y. is fine and she misses you. We don't know when you will come back to see us.
> How are you? I am fine. I am sleepy today.
> For Halloween I was not a gypsy--I changed my mind. I was an Indian. I was in the parade

at Kihei School. It was fun.
Did your brother give you any candy? Yes ☺
or no ☹
There is no school on Thursday. What are
you going to do?
Please write me back!
Love,
J.

P.S. Guess what! My Big Sister is coming
next Tuesday. We might have fun going
somewhere.

Week of 15-19 Nov.

J. asked to make a change in schedule--so she can get all of her class work done and come to the sessions for reading and language help. She was happy about the successes she is having in math and doesn't want to miss that class. She was happy to report on her Big Sister and what they did. As before, when she has successes, they spill over into making her attempt, and usually succeed in, other areas. She asked to use the Instant camera and was quick to learn to operate it.

Week of 22-26 Nov.

J. was bubbling over with reports of her Big Sister--including where they went, what they did, and what is planned for future meetings. She was very interested in the Shopping game, although trying to figure out the change was very difficult for her.

Week of 29-Nov.-3 Dec.

J. was full of talk for most of the sessions. She often likes to tell the stories of movies she watched on T.V. She was interested in trying to accomplish a lot in her reading skills books. Her word attack skills are almost non-existant. Taking the Boehm test required much reassurance on her responses. Her teacher reports that J. is completely lost whenever the class gets into discussions of things other than class or home activities. At this time, she drops out of participation completely, rather than reveal her dearth of experiences.

Week of 6-10 Dec.

There is continued need for much talking and retelling of stories she has seen on T.V. She wrote another letter to Tomoyo. She is continuing to work hard on reading skills, and has been learning sound discrimination to help her with her speech problems.

Week of 13-17 Dec.

J. has been in a happy, pre-holiday mood and chatters about lots of things. She asked for a change in her session time as she had cafeteria duty and didn't want to miss her session. She is learning to be more accepting and understanding of others' needs. She wrote another letter of thanks to the caseworker.

> Dear B.J.,
>
> Thank you for my Big Sister. I like my Big Sister a lot. We have fun together. Saturday we are going to the movies and I hope I go early because I have to dance Hula at the InterContinental Hotel.
>
> I hope you are feeling good.
>
> Friday we are going to have a party in our classroom. We have to bring presents for the girls, if you are a girl--for the Grab Bag.
>
> Merry Christmas!
>
> J.

This last session she was chatty and happy about a lot of things. She was much more open than she has been for the past two years.

Week of 3-7 Jan. 1977

An important discussion took place in the first session after the holidays: J. asked for information about handicaps and hearing losses in particular. She wanted to know where she stood in regards to her hearing problem. She was at her most voluble during this talk. She requested information about degrees of hearing losses. "I can hear!" was a refrain she gave. This information was given to her in as much detail as she could handle. In a later session, she was told of the caseworker's reception of her letter. She immediately decided to write to her again. This letter writing was used to help her in spelling and word usage.

> Dear B.J.,
>
> Happy New Year! How was your Christmas? I had a good Christmas. You know what I got for Christmas? I got a bubble bum machine from Judy (her Big Sister), a puka shell bracelet from my hula teacher, a lipstick kit that looks like a soda fountain, some shirts, a kaleidoscope from the Big Brothers/Sisters party, some shorts, and ear-plugs from Mrs. Spangenberg. That's all I have.
>
> Love,
>
> J.

Week of 10-14 Jan.

J. received a letter from the caseworker, which she read quickly and with great difficulty. She then asked to have it read to her "so I can understand it." She has been very motivated lately to work hard in her various language books. She also is pushing for her greater degree of independence in being able to do the work. "I can do it myself!" is an oft-repeated refrain. These language lessons offer much in the way of language expansion and vocabulary growth. J. decided to write to Tomoyo again. She is really getting sold on the idea of letter communication.

> Dear Tomoyo,
>
> Friday I am going to sleep over my Big Sister Judy's house. I am going to eat supper there. I think we are going to eat spaghetti. I like spaghetti, do you?
>
> I might not go to the Car Rally, because my Big Sister has plenty of work to do. I would like to go to the Car Rally, but if we don't go my Big Sister will take me someplace Sunday.
>
> Write to me, please.
>
> Love,
> J.

Week of 17-21 Jan.

J. started off her sessions with chatter about the letters she sends and receives, her Big Sister, and the things they do together. Then she had the opportunity to assist another student get adjusted to the auditory trainer unit. This made her feel quite important and she handled it very nicely, with good and careful explanations. It helped ease her unhappiness over a fuss at her Big Sister's house, caused by some jealousy on the part of the Big Sister's young daughter. Another thing which helped to dissipate her bad mood was the motivation to work hard on a Language Diagnostic test (Woodward's) she took. She wanted to do "plenty", and when she finished before any other student did, she really beamed. Although she worked hard in her sessions this week, she still slipped back to her sad mood.

Week of 24-28 Jan.

J. requested help for language work in her class. It was very difficult--had been assigned to her by a substitute teacher by mistake--and she got very upset when she couldn't do it. She also worked on some math problems--

but understood the process pretty well. Although there is some moodiness lately, she is still most eager to attend the sessions.

Week of 31 Jan.-4 Feb.

This was a week of moodiness, but it almost seemed to be more of a testing that J. was doing. She would grumble about some of her work and then when it did no good, she'd find out that she could succeed, and she became quite cheery again. There was much work on expanding language and concepts in the work she brought from her classroom. She is slowly improving in auditory discrimination. She was quite expressive about her unhappiness when she and her sisters had to perform hula before an unappreciative audience. J. made a fancy Valentine picture to put up in the room.

Week of 7-11 Feb. No sessions were held.

Week of 14-18 Feb.

J. came in happily during the first session, with a Valentine letter for the Hearing Specialist. She was full of reports of different happenings, and then most ready to begin work. She has begun working in a reader during the sessions--and is working on building up sight vocabulary and reading comprehension. Later sessions she was coming down with a cold and was either quiet or unhappy about having to work. When she got to talking about her Big Sister, she perked up and chatted happily.

> Dear Mrs. Spangenberg
> Happy Valentine and Thank you for help me on my work like Language and Math and how are you? and I hope you have fun wath Tomoyo.
> Your Friend,
> J.

Week of 21-25 Feb.

J.'s anticipation for the Project LIFE programmed language made her most enthusiastic when it arrived. She worked hard at achieving a perfect score. When she missed, she took it well, however. She enjoyed explaining how to operate the machine when her older sister, L.M., came and she also was a most apt demonstrator for another student the following day. Her enthusiasm remained high all week--and she worked hard at the reading the program contained, so that she could get the answers all right.

Week of 28 Feb.-4 March

J. is still very turned on to LIFE and, while the reading part is not easy for her, she will stick it out. Her teacher sent a note over to comment on a special happening:

> Wonder of wonders! J.M. raised her hand not once but twice in the last half hour to volunteer. I do believe this is the first ever! She said the feel of feathers, the sound of a train. Interesting!!!
>
> D.D.

The teacher later explained that the class had been discussing the senses--and relating this to words we use. J. asked to draw a picture and was willing to write a story first.

> Judy and Tania and I went on the train on Saturday. It was fun. Judy bought me a pencil with a train eraser on top, and Judy bought me one candy. She bought three candies for Tania and me. All that was 25¢ for three.

Week of 7-11 March

J. decided to put up fresh colored paper in the room. She has often stayed late to clean up the room, dusting and sweeping. She chatted briefly about her Big Sister. Her teacher reported another item of significance: J. followed through on asking at home about "epidermis" and then reported back to the teacher. This is the first time she had shown any evidence of listening to class discussions. During the rest of the sessions, J. willingly worked hard on reading and language activities. She is really pouring herself into this work.

Week of 14-18 March

A brief sulking period J. had in her classroom (reported by her teacher) did not continue during her session. She worked very hard on LIFE, and then spent a lot of time talking about Freaky Friday and her favorite parts of that movie. Again, she asked to stay later to finish a picture. Although she is making more drawings, she talks about them and often asks to write stories about them.

Week of 21-25 March

J. helped a younger child wash her earmolds, and then settled in for some serious work in reading. She had been having trouble with LIFE lately so wasn't keen on it. When she followed the suggestion to take it very slowly--and succeeded--she decided to do two lessons. More and more she is requesting help with reading.

Week of 28 March-1 April

Rainy weather plus a heavy cold made J. somewhat sluggish at first. She cheered up in talking about Easter and what she is going to do with her Big Sister. She engaged in quite a long discussion about her recent motivation to read. Later, she was grumbly about the auditory training--which spilled over to her feelings about wearing the auditory trainer ("I can hear!"). These feelings were accepted and reflected. In a later session, when she had considerable success with LIFE, she asked to read a book from her class called The Man Who Couldn't Read. She did fairly well on it and enjoyed its message. She stayed again to clean the room.

Week of 11-15 April

J. quietly told of her vacation activities with her Big Sister. She still has a heavy cold and is draggy. After doing fairly well in some of her work, she talked about going to a carnival, and then rearranging the furniture at her Big Sister's house. She began writing a story of her vacation activities. As she wrote her story, she would read it out loud so she could keep it clear to herself. During the last session, she grumbled about doing the language work in LIFE. She missed quite a few, but is learning quite a bit. She took time out to read the stories posted around the room--refusing help in words she doesn't know. She has also continued with her reading, and is showing gradual improvement.

> The roller coaster was fun and spooky and scary. All the people screamed! I rode the roller coaster one time. Then me and Tania rode the Umbrella. Wow! It was real high--just like we were going to fall! I liked it, but Tania didn't like it. The Scrambler wasn't spooky at all. But I liked when the Scrambler turned around.

Week of 18-22 April

J. came in and immediately related a dream she had of herself, the Hearing Specialist and Tomoyo at the Hearing Specialist's house. Afterwards, she went right to work and did quite well on LIFE, so she decided to do four lessons. She commented, as she left, "Before, I had to walk like this" (showed with her head held down) "and now I can hold my head up when I walk." Another session she asked to draw another picture of the carnival and vacation activities. She shared her session with her younger sister, Y.M. J. wrote another story about the vacation time activities.

> Judy and Tania and I went walking with the dogs. The two dogs names was Mooney and Rocky. But I like Mooney and then Rocky.

Week of 25-29 April

J. stayed over again to finish up some of her work, and then got involved in a LIFE test that T.S. was taking. She decided to write a birthday letter to Tomoyo at her next session--and asked to do it on her own. When she finished, she asked for help in putting in capitals and "stuff like that." In a later session, she did quite well on LIFE, though she needed to be slowed down so she could attend better. She was full of talk about her Big Sister, but complained that the daughter was always there when she saw her Big Sister. She didn't want to complain to the caseworker, but it was felt that this information needed to be passed along. The matter was resolved quietly and easily.

> Dear Tomoyo,
>
> Happy Birthday, Tomoyo! Tomoyo, I know how old you are now, 15. For May Day, I am going to dance hula. Tomoyo, I made a picture for you that me and my Big Sister went to the Maui Mall to ride a carnival.
>
> Love,
> J.

Week of 2-6 May

J. came bursting in and told of buying a pencil case for her Big Sister's daughter! She spent time looking over the calendar and talking about coming events, discussed interesting items from the Guinness Book of World Records, and then charged into working on LIFE. Having met with success there, she did four lessons. During another session she enjoyed perusing the Instant photos of the students which have been taken all this year. She showed a new skill--that of learning to use humor in her speech. She discussed different kinds of hearing aids and auditory trainers. She stated that she likes her auditory trainer and wants to wear it next year. After more work on LIFE, she decided that she wanted to write to the caseworker. She is a very verbal and cheerful girl these days.

> Dear B.J.,
>
> How are you? I am fine. Judy and I wanted to go on the Sea-Flite, but we couldn't go.
>
> On May Day we were dancing hula. The people laughed at us because it was funny and happy. We were the last ones on the program. But it was hot! I had to work in the cafeteria and I didn't want to work. For lunch we had Haole Lau Lau. After lunch I ran out of the cafeteria, because I wanted to play games. I had to do the pyramid and we won for being the best and fastest. We lost tug-of-war.
>
> Please write to me.
>
> Your friend,
> J.

Week of 9-13 May

J. enjoyed the testing very much, and asked if she could do some extra talking on the tape recorder. She commented on the different sound of her voice--she did not like it. In another session, she asked if she could do her math homework, and was agreeable to doing it at the end of the session. She was able to explain why this was necessary. Much discussion of dates and holidays interspersed her good work in language.

Week of 16-20 May

J. continues in a gay, happy mood--characterized by her remark, "I like to stay here--good fun! Remember when L. & R. came?" She is becoming capable of setting up her own task goals now and is doing well. In one session she brought along a new book which had turned her on, and asked if she could read it and then answer questions about it. When she received a reply from Tomoyo, she asked to have it read to her--and then she commented on it. She bubbled over with talk of her excursion to Iao Park with her Big Sister, minus the daughter. She brought in a radio to share and play softly. She then stayed late again and cleaned the room.

Week of 23-27 May

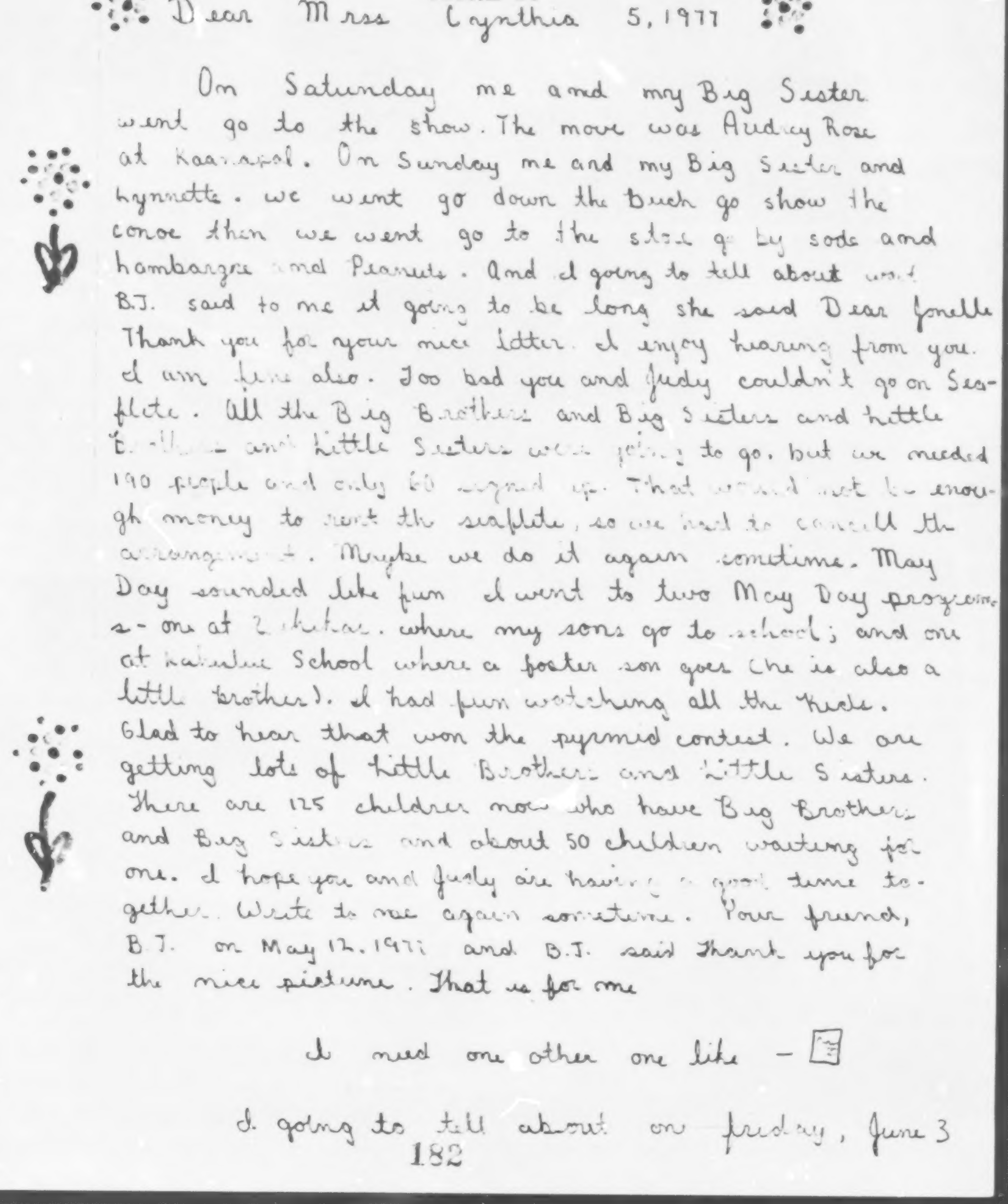
J.'s teacher again asked that more speech help be given to her, as her speech often leads to frustration and confusion. As J. enjoys using the tape recorder, this was used while she read and talked. She didn't like listening to herself--and disowned the voice she heard.

She admitted it was not easy to understand. She stayed late again to clean the room. The last session she came to late, as there was a Bookmobile instruction period first. She promised to write to the Hearing Specialist during the summer. There was more work on the tape recorder--taping poems and stories. She came back after lunch and after listening to her tape, offered to help pack things. A letter she had written a few weeks before school ended was found inside her desk:

> Dear Cynthia,
> I like you because you help me to read
> and I like to read

J. kept her promise about letter writing during the summer. Her first letter (of several) was received before the end of school. (Figure 16).

FIGURE 16



Dear Mrss Cynthia 5, 1977

On Saturday me and my Big Sister went go to the show. The move was Audrey Rose at Kaanapol. On Sunday me and my Big Sister and Lynnette. we went go down the Buch go show the conoe then we went go to the store go by sode and hambargre and Peanuts. And I going to tell about wat B.J. said to me it going to be long she said Dear Jonelle Thank you for your nice letter. I enjoy hearing from you. I am fine also. Too bad you and Judy couldn't go on Sea-flite. All the Big Brothers and Big Sisters and Little Brothers and Little Sisters were going to go. but we needed 190 people and only 60 signed up. That would not be enough money to rent th seaflite, so we had to cancell th arrangement. Maybe we do it again sometime. May Day sounded like fun I went to two May Day programs - one at Lahainaluna. where my sons go to school; and one at Kahului School where a foster son goes (he is also a little brother). I had fun watching all the kids. Glad to hear that won the pyrmid contest. We are getting lots of Little Brothers and Little Sisters. There are 125 childrer now who have Big Brothers and Big Sisters and about 50 children waiting for one. I hope you and Judy are having a good time to-gether. Write to me again sometime. Your friend, B.J. on May 12. 1977 and B.J. said Thank you for the nice pisture. That is for me

I need one other one like -

I going to tell about on friday, June 3

L.M.

Week of 13-17 Sept. 1976

The beginning contacts with L.M. included taking her and her two hard-of-hearing sisters (Y.M. and J.M.) on a Big Sisters camp-out. L. was rather shy and quiet during the first few hours, but livened up after reaching the campgrounds and discovering a cousin there. Later, she was happy to talk about the trip and drew a picture to illustrate it. This is the story she dictated:

> One day we went to Fleming's Beach. We went swimming and played. Then we ate lunch. After lunch we went to Camp Pecusa.
>
> We went to see what number to pick for our cabin. We picked Number 4.
>
> Then we went swimming. Then we came out of the water and dried off. We ate dinner. Then we played games. We went walking on the beach to catch crabs. I caught two small ones. Then we put marshmellows on the sticks and put them in the fire. When the marshmellows was pau, we put crackers, marshmellows and chocolate candy together and ate them. They were good.
>
> My friend and I went walking.

Week of 20-24 Sept.

L. was curious about the auditory trainer equipment and asked for a demonstration. She talked about getting a Big Sister and said she thought it was a good idea. She got back into work she had been doing last year, working and occasionally talking about it or other things. She particularly enjoys reading through favorite poems.

Week of 27 Sept.-1 Oct.

L. missed one session--a mix-up in her schedule. The following session she came in full of excitement and and report on meeting her Big Sister. She described her and the planned activities, and then said she was sorry that her two sisters didn't have their Big Sisters yet. She later asked to type the camping story she had dictated.

Week of 4-8 Oct.

L. has been kind of slow-moving and in a lazy mood. She could hardly do any work--she came late and left early, too. She did take the time to report that she and her Big Sister are going to a movie.

Week of 11-15 Oct.

L. did much talking about going to the County Fair (the first time she has ever done so) with her Big Sister. She then dictated a story about it, in a fairly dead-pan tone of voice. She had to be questioned often, as her reporting was quite spotty. (Impressions: L. has had such a lack of experiences that a trip such as this is almost upsetting to her--she doesn't know how to fully enjoy it. There might possibly have been some put-down at home over her excitement. None of the other children got to go to the Fair except the two oldest--who went on their own.) After typing up this story, L. made a picture to accompany the camping story and then worked in her language books.

At the Fair

> We went to the Fair. First we took Meredith (young daughter of the Big Sister) on the horse. Then we played games. We threw balls at a shark's mouth--like Jaws. Then Paula played one game of rolling golf balls. Then Meredith had to take a fishing pole and pull it up. It had a bracelet on it. She could keep the bracelet. Then Paula, the other little girl and I rode on the Ferris Wheel. Then I rode on the Crash Cars. Then the little girl and I rode on the Haunted House ride. It was spooky.
>
> Then we took Meredith on the airplane. We ate lunch. We had Pronto Pups and Coca Cola.
>
> Then I played more games. I won a Pepsi bottle. I rode on the Scrambler by myself. Then we ate cotton candy. It tasted like sugar. Then we ate candy apples. We ate corn-on-the-cob, too.
>
> We went to see the animals. We saw pigs, turkey, ducks, chickens, roosters, goats, baby rats. Then we went to the plant house.
>
> Then I went home and told my family what I did at the Fair. I had fun.

Week of 18-22 Oct.

L. worked on typing her story and learning the correct usage of capital letters and punctuation. She is not always sure of when to do either. Again, she expressed some anxiety about when she had to leave--kept checking to see what time it was. She hasn't been well lately--has been feverish and headache-y.

Week of 25-29 Oct. L. was home ill.

Week of 1-5 Nov.

L. came back in a brighter mood and excited about her birthday and about seeing her Big Sister. She was happier than she had been for a while. She eagerly plunged into her work and then asked if she could copy one of the poems she particularly enjoys. She wants to learn it so she can recite it to her Big Sister. On her birthday, she came by early to show off the pretty top her Big Sister had given her along with a cameo necklace. She was happy to have her picture taken with the Instant camera and asked to learn how to use it.

Week of 8-12 Nov.

There was only brief work on one session this week. L. is trying hard to improve her auditory discrimination skills, which are quite poor.

Week of 15-19 Nov.

L. was full of talk about her Big Sister's birthday and wondered what she could get her. She wrote her the birthday note below, and decorated it with flowers and a logo--Let Love Last Long. She accepted the suggestion of giving her a Gift Certificate Good for Hula Lessons. Her Big Sister wants to learn hula. L. began wondering if the three sisters, in her family, would be comparing Big Sisters and saying who was the best. There was quite a discussion about this possibility. The next session, she came in asking for math help as she was completely confused over the instructions given in class.

> Dear Paula,
> I wish you a very Happy Birthday. I thank you for the pretty yellow top you gave me for my birthday. I want to give you a present for your birthday--something that you said to me one day.
> Your Pal,
> L.M.

Week of 22-26 Nov.

L. again asked for math help. When she spotted the Shopping game, she asked to use it. Like her sisters, she had no conception how to make change. She said she had not heard from her Big Sister in a while because the Big Sister had mainland guests. The caseworker had called her and offered an apology about it.

Week of 29 Nov.-3 Dec.

Although L. asked for math help again, she is understanding the process now, and is beginning to abuse her privilege of getting help. When the time for such help was limited, she sulked and did poorly on the auditory training she needed.

Week of 6-10 Dec.

L. continues to be somewhat morose, and will only grudgingly do the work she needs to do. She did respond positively to a new book involving classification and language usage--and showed some enjoyment in using it. She talked a little about her Big Sister, and volunteered the information that she thinks her best friend is also hard-of-hearing (not so.) She finally seemed to snap out of her glum mood, and worked well. She asked to make a Christmas picture and promised to write a story the next time.

Week of 13-17 Dec.

L. asked to be excused so she could go back to Art Class and work on a Christmas present for her mother. This was granted, but when she repeated her request the following session, she was reminded of her promise to remain this time. She did quite well in auditory discrimination, but she began acting grouchy and sulky afterwards. She didn't want to do anything. The present for her mother had barely been started, although most members of her class had long since finished theirs. (Impression: she seemed to want someone else to blame for her slowness--and yet she was not really terribly interested in making the present herself.)

Week of 3-7 Jan. 1977

L. arrived while her younger sister, J.M., was finishing up a letter to the caseworker, and asked if she could write one, too. (Impression: this letter revealed a lot about her feelings--as she seemed to display much more warmth towards the caseworker than to her Big Sister.) The next session, L. was much more open and happily talked about her Big Sister and family. She was receptive to an expansion of her ideas and freely shared her feelings. She wore the clothing given to her by her Big Sister for Christmas. She talked about handicaps: blindness, deafness and the degrees of both. When she had to work on the auditory discrimination she admitted that, even though she dislikes it, she needs it. She spent the last few minutes looking through her language books for her favorite poems.

Week of 10-14 Jan.

L. received an answer from the caseworker and asked to talk about it. The caseworker pointed out the differences in people, and L. immediately began talking about the different Big Sisters the three girls in her family have. After much descriptive talk, she reached the conclusion that her own Big Sister was most appropriate for her. She also agreed that if she wanted her Big Sister to do certain things with her, she would need to let her know. L. was very anxious to go to the Big Brother/Sister Car Rally and kept hoping that her Big Sister would contact her. She decided that she needed to write her a letter and tell her of her desire. She spent a whole session discussing and writing the brief note that she sent to her Big Sister.

> Dear Paula,
>
> I've been trying to call you lots of times, but you don't answer. I wanted to call because I really want to go to the Car Rally on Saturday. Will you take me, please?
>
> Did you read the note I wrote to B.J.? B.J. told me she sent you a copy of the letter.
>
> Please call me if you want to go to the Car Rally.
>
> Always your Pal,
> L.

The Big Sister was not able to take L. to the Car Rally, so the caseworker took her.

Week of 17-21 Jan.

L. was very eager to do a diagnostic Language test (Woodward's). She asked questions about the different parts of the test and said she wanted to beat her younger sister, J.M., in completing the test. L. did not have much to say about the Car Rally, except that she had enjoyed it. She casually remarked that the caseworker said she might get a new Big Sister--and admitted that she would like that. L. again objected to the auditory training work, although she always agrees that she needs to do it.

Week of 24-28 Jan.

L. only came to one session this week. The schedule changed for the new semester and she forgot to come. She appeared to be on the defensive again about her hearing and was loud with her protestation: "I can hear!" This was discussed in detail and she felt more comfortable about her need to sit closer to the speaker so she would not miss what was said.

Week of 31 Jan.-4 Feb.

In one session, L. couldn't settle down to doing much of anything--she asked to type, then got up and read stories, took out her language books, started to tell about a movie she had seen and finally said she had a headache and her eyes hurt. She said that she had heard from her Big Sister and was going to sleep over at her place. The following session L. was feeling better and asked to write a letter to the Hearing Specialist's spouse (whom she had never met) and send him a picture of herself, taken with the Instant camera. She also asked to write a story to post on the board with the other students'. She gave a cursory grumbling before doing the auditory training, but then smiled as she noted her own improvement and the Hearing Specialist's acknowledgment of same.

Week of 7-11 Feb. No sessions were held.

Week of 14-18 Feb.

L. arrived early, smiling and with a Valentine letter adorned with candy and gum for the Hearing Specialist. She talked freely about her Big Sister and the visit she had had there. She was interested in learning about Valentine's Day, and then told what she knew about it. There was no objection to the auditory training work and she did quite well on it. She also worked hard in her language books, and completed one of them. The next session, L. came late and complained of not feeling well. Although she had seen her Big Sister, she didn't have much to report. She said she had been given something--but she forgot to bring it to show. She chose to do some hard work, but she had much difficulty with it. She finally talked about a film she had seen on T.V. (on the late show.)

Week of 21-25 Feb.

There was only one brief session this week, during which the PAL machine (used for Project LIFE) broke down. L. had been enthusiastic about working on LIFE and she is anxious to go as far as she can in it. The next session

L. had to work in the cafeteria. Her Valentine note (previous session) is below:

> To Mrs. Spangenberg
> I thank you for helping me with my math. It was nice and I thank you for your help for everything. And till you husben that I said happy Valintine day. And I hope you have a great time on your Valintine day.
> Love (embellished in a heart)
> from your Pal L.

Week of 28 Feb.-4 March

Again, L. dug right into work, and she achieved a lot of success with LIFE. She works fairly rapidly, though she tries to do it carefully. Often, while she is working, the subject of the lesson will remind her of something and she takes time out to talk about it. She remarked that she hadn't seen her Big Sister for a while.

Week of 7-11 March

The first comment L. made upon her arrival to her session was that she wasn't seeing her Big Sister. She was open to talking about reasons for why, and even suggested several herself. She became very excited about her work in LIFE today as she was having much success there. Her auditory training work is still quite good now, though she still grumbles about doing it. She told of the Field Day she is going to during the following session.

Week of 14-18 March

L. accomplished quite a bit in this session, but expressed her anger and unhappiness over her Big Sister, who has gone to the mainland. L. said to tell B.J. that she wanted a new Big Sister because "I don't like her any more." After much ventilating of her unhappiness, she told of wanting to see a movie, Freaky Friday, and she couldn't because her Big Sister wasn't around. (The parents have never taken the children to the movies.) Her younger sister, J.M., is going to go with her Big Sister. The next session was full of much discussion about her Big Sister and writing letters. She also talked about calling up Tomoyo to invite her to attend the all-school Track Meet. She smiled as she said she hated the auditory training work--and went on to score perfectly!

Week of 21-25 March

L. enjoyed the pictures taken at the Car Rally, and then talked more freely about it than she had previously.

She was open to the suggestion to write to her Big Sister and tell her all about the Track Meet she had been in. She spent much time talking about it first. She then spent one and a half sessions on the letter after which she accompanied the Hearing Specialist to phone about the address to use. (Impression: L. seemed comforted by this action she has taken. She has needed to be involved in directing how the relationship was going, and this is one positive way of dealing with it.)

Dear Paula,
I miss you very much. I hope you come back soon so we can do things.
Paula, I went to the track meet. I was running for Kihei School. I was running in the 60 yard dash and standing broad jump. It was really fun. Then we ate lunch. And--Kihei came in First Place for Division Two!
I hope you write to me about you and your husband and Meredith.
Your Pal,
L.M.

Week of 28 March-1 April

L. reviewed the steps that her letter to her Big Sister would take: it was being forwarded by the husband's secretary and would reach her Big Sister somewhere on their vacation stop in Australia. She checked with the calendar to see when she might possibly hear from her Big Sister. Afterwards, she went to work and did quite well. She is working in her language book on verb forms and writing stories. The next session was a busy and noisy one, as her youngest sister, Y.M. and classmate T.S. appeared during the last part of it for a visit and picture taking. L. continued writing her story and interjected remarks at times to the other two.

Week of 11-15 April

L. came in and immediately spoke of receiving a card from her Big Sister. She was able to recite the message from memory and expressed her pleasure in hearing from her. Continued good work in LIFE completed the session. A field trip was held the following session.

Week of 18-22 April

L. came in smiling and told of receiving another postcard from her Big Sister from Australia. She had made a vase in her art class and wanted to give it to her Big Sister as a Welcome Home present. She asked for a flower to put in it later, for when the Big Sister would be arriving.

She spent much of the rest of the time making a fancy welcome card to accompany the gift. The next session L. fussed around over losing her lunch token and finally reread her favorite poems from her language book. She has also been working on verb forms in language. She talked about the cards from her Big Sister again.

> Hi Paula!
> Welcome back to Maui. I am happy to see you again. Here's a gift to you that I made for you. I hope you like it.
> From your Pal
> L.
>
> Let
> Love
> Last
> Long

Week of 25-29 April

L. came in early, during her sister J.M.'s session, and got into a discussion with her about the comparative merits of their two Big Sisters. (J.M. was unhappy about the continued presence of the young daughter of her Big Sister on all outings.) L. said she didn't mind if her Big Sister had her daughter along. She then changed her mind, and said she wanted a new Big Sister. After J.M. left, L. went right to work on LIFE and finished up three lessons. She asked to draw a picture, and made the start of one showing palm trees.

Week of 2-6 May

L. asked to finish her palm tree picture, then she spent the time talking to the picture about her Big Sister. She was encouraged to get these feelings across to the person she wanted to know about them. She did a little work on language, but was still grumbly. The next session she brought the vase and her own flower (the others had long since expired as the return of the Big Sister had been post-poned.) She was excited about meeting her Big Sister that afternoon after school. She worked on LIFE, but had some difficulty with the pronoun his as a referrent. A couple of times she interrupted her work to describe a couple of T.V. movies she had seen recently.

Week of 9-13 May

A varied week for L.: she started out by sharing the gifts her Big Sister had brought her. She seemed quite content with the relationship at this stage. Another time, L. came to a session by mistake--and asked to stay with the there for an extra session. She worked and talked with the other girl. Final testing has begun and L. has seriously applied herself to it. After finishing the testing, she got to play the older sister role when her youngest sister, Y.M. arrived with T.S. to do a play on the tape recorder. She was good in this role and enjoyed the importance she had.

Week of 16-20 May

L. was very patient about T.S.'s staying over into her session--she just decided she would go ahead and work on LIFE independently. She did quite a bit, then after T.S. left, she discussed the differences in their hearing losses. She was more receptive to learning about the ramifications of hearing loss than she has been before. The next session she came early again, but she was in a grouchy mood: she wouldn't talk or respond verbally. Her sister, J.M., stayed over to clean the room, and L. seemed to resent J.M.'s cheerfulness. She finally settled down to some reading skills work.

Week of 23-27 May

L. got very upset about some folders she had left outside the door which were taken. She talked about this for quite a while before settling into her work. Then she asked if she could tape herself reading some poetry books, previously brought by the Hearing Specialist for her to read. She still very much likes poems, and looks to find some that are especially appealing to her.

After school was out, L. wrote two letters to the Hearing Specialist--before the end of June. She wrote about her Big Sister (who is away again) and what she and her sisters are doing.

T.S.

Week of 13-17 Sept. 1976

T.S. began her contact with silence, although it was accompanied by smiles, during the first few minutes of the session. She drew pictures--with messages: Fire! Keep Out!--on them, though she volunteered no further information. One session T. even whispered both responses and voluntary utterances. She asked to type and was given assistance to produce these sentences:

Throw the ball to the dog.
The girls and boys played with the dog.

T. cleaned off her auditory trainer unit and listened to the Hearing Specialist talk about many topics--without any responses until dates, the calendar and the impression-taking (done previous week) for the new earmolds were brought up. At that point, she volunteered several one and two word comments and questions. Her voluntary utterances averaged seven per hour session.

Week of 20-24 Sept.

This was an exciting week for T.--her birthday occurred. There was much voluntary speech, consisting of words, phrases and questions. She talked about her birthday, going swimming, and even (after questioning) seeing her Big Sister. Later in the week there was much discussion concerning the receipt of new receiver units and the responsibility for caring for them. One day as she left, her remarks were, "Oh--raining! No more. Bye!" The voluntary utterances averaged ten per hour session.

Week of 27 Sept.-1 Oct.

T.'s voluntary utterances were very erratic--they varied from a low of three to a high of seventeen. However, she did produce her first eight-word sentence this week. She was given assistance in her classroom during the Hawaii English Program (HEP) period, involving all aspects of language arts. T. has been willing to respond verbally to the work she does, even when her voluntary utterances are nil for that session. She takes her work seriously and is usually most willing to do it.

Week of 4-8 Oct. T.S. was absent.

Week of 11-15 Oct.

T. began her sessions with minimal voluntary speech.

She had some difficulty doing the auditory training work. She responded to questions with single words only. During her HEP work, she was helped with a spelling test--as she was not able to get it from the teacher's presentation to the other children. T. has much trouble getting the spelling words when she has to extract them from sentences. She interacted verbally with several other children during this hour. T. was observed during a special P.E. period: she was able to follow most instructions both by hearing and observing others. She held back from some participation (chase game, jumping rope) but appeared to enjoy the game once she had to run. Her voluntary utterances averaged under five this week.

Week of 18-22 Oct.

Again, T. was somewhat quiet during the sessions and she would give responses mainly to questions and her work. Some discussion ensued when Halloween was mentioned --she often will write out a word that cannot be understood when she speaks it. She asked to make a Halloween picture, and volunteered a few words while drawing it. She worked on HEP spelling help again in her classroom. She gave responses only--there was no voluntary speech. She gave minimal verbalizing to the finger puppets later. She was, however, willing to maneuver them around and respond to the speech provided by the Hearing Specialist. Her voluntary utterances averaged six.

Week of 25-29 Oct.

Continued spelling assistance was given T. in her room, plus some help with reading. Her teacher was not sure of T.'s comprehension and asked for this to be checked. T. has difficulty putting the final "t" on words, so this was worked on during a session. At the end of the week she noticed Y.M.'s long story, and asked to write one herself. She gave much voluntary speech in the process: single words and two-plus word phrases such as: "pumpkin.. house," "Mommy..Trisha...airplane..bum-by" (the latter is Pidgin for "By and by".)

During the noon recess one day, T. and Y.M. came to visit, and both were full of chatter. They have recently become inseparable pals--Y.M. plays the part of mother-protector to petite T. The chatter was about Halloween and everything in the room--with a good three-way communication operating. Y.M. commented on the poor quality of T.'s speech, and accepted the suggestion that she could help T. with her speech. T. seems to be discovering the value of verbal communication and is becoming more outgoing as a result. Her voluntary speech during the week has become impossible to count--as it occurs too frequently to both monitor and respond to. The story below was written with help. T. was determined to make it longer than the one by Y.M. Key words and phrases were supplied by T. and she was helped to make them into sentences.

Halloween

> I have a pumpkin at my house. I will walk outside. Mommy will clean the pumpkin. I will be a witch. I will wear witch clothes. They are black. I will wear a black hat. Rex will be a monster. He will wear ugly teeth on his mask. He will wear long claws on his fingers. He will have a big nose. We will scare people. The pumpkin will stay at my house.
>
> We will get candy in our bags. We will see white ghosts up and down the houses.

Week of 1-5 Nov. T. was absent.

Week of 8-12 Nov.

When the Hearing Specialist went to her room to get T., she came over and began talking about a baby. She gave continuous voluntary speech then and later as she walked over to the session. During the session, frequent periods of voluntary speech occurred--to the point where it became chattering. She answered all questions easily, verbally--another change for her as she previously would often not even respond this way--just point or write an answer. She went into a great deal of detail in describing a funeral she had apparently attended. Later she made a picture to use with the puppets. She was given help later in her room with HEP language work. Her voluntary speech averages between 25-30 utterances per session.

Week of 15-19 Nov.

Continued frequent voluntary speech from T. occurs during all sessions. Her verbal communication is increasing in her classroom also. This was observed by both her teacher and the Hearing Specialist. Some of her speech is difficult to understand, but she usually will make extraordinary methods to be understood: drawing, showing, writing, spelling the words. She has not retreated into the silence that used to accompany her--her communication attempts apparently are rewarding to her. Her voluntary speech is well over 40 per session now, and difficult to count.

Week of 22-26 Nov.

T.'s voluntary speech is almost automatic now--in the classroom, on the way to the session, in the sessions, and whenever she spots the hearing specialist on the school campus. Some of her work in the session has been on auditory discrimination. She is beginning to be able to detect differences between "ch" and "j", "s" and "z".

Week of 29 Nov.-3 Dec.

T. talked about her brother's birthday and the family's plans for it. She asked for some more pipe cleaners for Y.M. and herself to clean their earmolds. She finished a project in HEP and was very proud of this--she went immediately to tell her teacher of her accomplishment. She is beginning to use speech to manipulate--she ordered Y.M. to go and get something for her.

Week of 6-10 Dec.

T. chattered on the way over to the session and while doing her work. She continues to use speech as a pleasurable vehicle. She made a Christmas picture and talked about Santa. She is beginning to use her voice in a more expressive manner--with variations in pitch and quality. Her reading, however, is in a monotone and needs to be worked on. One session T. talked almost continuously--the change from her verbal behavior of only a couple of months ago is fantastic. She uses single words and phrases most often, but she is also free with questions and will produce longer sentences regularly. She dictated a story about Christmas, with many side remarks and comments. Again, she was motivated to make her story longer than the one posted on the bulletin board, written by another child. At times she mouths words, saying them to herself. (Impression: it would appear that she is almost savoring communication.) Her Christmas story follows:

> Santa Claus is coming down the chimney of the house. Boom! Boom! He pinches his nose so he won't get smoke in his nose. Rudolph is on the roof.
>
> Sh! Sh! The children are sleeping. Santa Claus opens the door and peeks at T. and Rex. Mommy and Daddy hear Santa Claus with their ears. They give Santa some cookies. Santa puts toys by the tree. He goes up the chimney. Daddy sees Santa by the moon. Daddy is happy. He says goodbye to Santa. "Goodbye, boodbye," says Santa.
>
> There are candy canes in all the stockings. Father goes by the tree. Santa says goodbye to

Father. The bells go jingle, jingle. Santa has
to go. Goodbye!

Week of 13-17 Dec.

T. continues to talk--almost as much as a normal-hearing child. The frequency is there, although her communications are briefer and much simpler. She chose not to go to an assembly program and came to the session instead. She could see and hear the program from the session room, but she did not attend continuously. Instead, she went to work and continued with her talking. She still has difficulty responding to direct questions and needs practice in being able to know how to answer questions.

Week of 3-7 Jan. 1977

T. had much to share about Christmas and in getting the auditory trainer unit set up after the holidays. She exhibits independence in choosing the activities she will do during the sessions--though she is willing to accept direction also. She is accepting the shaping of sentences, too, both written and spoken. She has enjoyed looking through story books and commenting on what she sees in them. Her voluntary utterances are becoming two to four work phrases now. She still frequently wants to write stories, and does so with structuring help from the hearing specialist. One written at this time was:

The dog and cat lived in a house.
They had fun.
The dog's name was Babette.
The cat's name was John.

T.'s voluntary utterances are regularly well over 40 now.

Week of 10-14 Jan.

T. has been in a very happy, chatty mood again lately. She is eager to do the work in the language books and often asks to write a story. She is much taken with the instant camera pictures used during the session, and she has recently learned how to operate the camera. She carefully explained to Y.M. how to operate the camera, and then later wrote a story about it. (Figure 17). She is needing less help on sentence structure--but she always checks first to make sure what she writes is acceptable.

Week of 17-21 Jan.

T's work in the classroom continues to revolve around spelling help, plus assistance with the Meaningful Communication lessons, in which she must convey information

FIGURE 17

The Camera

I have pictures I took pictures with the camera.

I took pictures of

Mrs. Spangenberg and yvette M.

Trisha 1-27-77

to the listener. She and Y.M. are still close and often offer to help each other on work that is hard. T. was very excited about getting her ears pierced and talked continuously through one whole session about the event. She provided much information and was eager to write about this in story form:

The Ears

> I have ears. The store lady will pierce my ears. I will get ear-rings. Mommy comes here for me when it is pau school time.

This was illustrated and the clerk had a balloon from her mouth:

> "I have a chair. Come here and sit down, T."

Week of 24-28 Jan.

There was more picture-taking and telling Y.M. what she had done during her session, as Y.M. arrived. These two girls now often want their sessions to overlap--and, as it provides good communication, it is most acceptable. T. now leaves talking, and may even pop back in with a further message to give to either the hearing specialist or Y.M. Often she asks questions on the way over to the session. If she is scheduled for her session after recess, she will come and wait at the teachers' room for the hearing specialist.

Week of 31 Jan-4 Feb.

There was much discussion of the month of February and all of its holidays. There is a big calendar in the room and T. always goes to it to see what is coming up. She uses it frequently as a springboard for more talking. During sessions she has been working on trying to tell a story from picture sequences--this is still very hard for her. She finds it almost easier to answer questions.

Week of 7-11 Feb. No sessions were held.

Week of 14-18 Feb.

T. arrived early a few times and began talking right away. She also comments continuously as she works now, and frequently asks, "What is this?" Some of the work being done with her is hard, but she sticks with it and is very pleased with herself when she succeeds. In her Meaningful Communication work in HEP, she is having great difficulty communicating body and spatial directions, and in understanding what these directions mean when they are given to her by another. The classroom teacher has promised to ask the volunteer special tutor to help T. with this.

Week of 21-25 Feb.

T. has begun work on the programmed language, Project LIFE. She is very pleased when she succeeds in getting the right answers. She needed some help on plurals and verb forms--and she was cautious about choosing an answer before checking first with the Hearing Specialist. She continues to produce normal quantities of voluntary speech before, during, and after the sessions--about any number of topics, both very concrete and somewhat abstract. She is improving in being able to give verbal directions in her Meaningful Communication in HEP.

Week of 28 Feb.-4 March

T. had several bubbling sessions--she was full of chatter and laughter. She told how she was "getting big"--relating it to what she does: because of "eat food" and "drink milk." Another time she described going swimming--but the water was cold. One session she shared with Y.M. and the two of them played Simon Says. This was hard for T. as she did not listen to instructions, rather she watched to see what Y.M. would do. She is making much heavier use of visual than auditory clues. She is becoming quite adept at setting up the PAL machine for Project LIFE, and in this case, she follows the instructions given orally. She makes comments continuously through her LIFE lessons, and is still very cautious about her responses. She wants a perfect score each time. She asked to write a story about her class's field trip, and was able to do so with minimal help.

> Swimming on Friday
>
> The girls are swimming. They all like fish. I have a jar to catch fish. I will catch a lot of fish.

Week of 7-11 March

T. is still very turned on to the LIFE language lessons. She talks about the stories presented throughout each lesson. She attended a program one day--but came to ask first when she would get to come for her session. She understood the answer, and arrived promptly at the given time. She related what had taken place in the program. Later, she told about going to see the speech therapist. Although T. has seen a speech therapist since she was three years old, this is the first time she has ever volunteered any information about it. She also talked about when people's birthdays occur.

Week of 14-18 March

T.'s HEP work in her room continues to be Meaningful Communication. She is handling this much better now and was almost able to complete two units in a 45 minute period. One session she was in a joking mood (she has previously displayed a strong sense of humor) and had fun kidding around. She told about getting her hair cut--who did it, where it was done. Her voluntary speech continues to be near normal levels, although often many words are difficult to understand.

Week of 21-25 March

When T. was met in the classroom, she immediately told about bringing two eggs to school. The children are going to blow them out and decorate them--T. was able to fully describe the process. A conference has been set up with her mother, and T. is the go-between. She bugs her mother for answers to notes from the Hearing Specialist, according to her mother--and she is well aware of the dates and times when the conferences are set. Her mother will not be allowed to forget! T. drew an Easter picture, discussed it thoroughly, and then wrote the following sentences by herself:

> Easter Bunny
>
> I have eggs. The girl will look for the eggs. She has a basket.

T. is now most interested in using the tape recorder. It sets her off into giggles when she hears herself on it. She and Y.M. decided to come back at lunch recess to talk on the tape recorder together.

Week of 28 March-1 April

T. began her session by telling about the rain, losing her umbrella and getting wet. She is still very interested in LIFE, and she did a careful job on a language test--getting them all correct. She told another Easter story about her family, accounting for actions she had depicted in a picture. She even gave reasons why her mother was not pictured: she was tired, and had to get dressed first. T. stayed late for one session as the rain was coming down heavily. She expressed concern for Y.M. (whose session followed hers) and if she would have to run through the rain and get wet. Another session was quite a chatty time again, starting with her "I come 9 o'clock" to confirm her time, and later covering two of the activities she will go to. Later, she and Y.M. returned during their lunch recess and visited while L.M. was there. They joked, took pictures and talked on the tape recorder. After L.M. left, they went outside to put on an acrobatic demonstration. They both asked that their pictures be taken with the Instant camera, and as a result, they were the center of attraction in their class for some time afterwards. After school that day, T. stopped by to say, "Hi!", smiled, and left.

Week of 11-15 April

Time was spent talking about the non-functioning auditory trainer unit. T. expressed much interest and asked many questions about this. She has been ill, and described going to the doctor, getting a shot, etc. Even though some of the verbal communication from T. is unintelligible at times, she continues it and is most willing to aid understanding by answering further questions. She continues to make use of verbalizing, and does not get discouraged. She will accept expansion of her language--both oral and written.

Week of 18-22 April

T. asked to write several stories. She wanted to put them all on one paper, so they would appear longer. She asked for help in her sentences. Several times lately, she and/or Y.M. have asked for joint sessions--and each of them is willing to work independently for part of that time. They usually chose to work on LIFE, and are willing to share the time spent with the Hearing Specialist. They both feel very comfortable in chatting back and forth. T. is becoming more curious--and asks questions more freely: she wants to know what things are, how things are done, where they come from, etc.

My Stories

> The mommy is working, washing the baby's clothes. She is at the Laundromat. Mommy will dry the clothes in the dryer. The dryer is hot.
>
> Everybody will eat chicken. You have to pay money for the chicken. It is good food.
>
> There was a rainbow. The airplane flew right through the rainbow.
>
> I will go to church on Wednesday, April 13. Rex will go, too.

Week of 25-29 April

T.'s talking covered a wide range of topics: she told about her Slip 'n' Slide, some new ear-rings she wants, what her class is doing for May Day, a pig dolly, and her brother's playing baseball. She often wants to make stories and pictures to put up on the bulletin board. When they have been up for a week or so, she decides they are pau and that she should put up a new one. She comes to the sessions independently now--though she may often either check to see what time to come (it varies) or come to meet the hearing specialist after recess. She also communicates with the students who follow her session.

Week of 2-6 May

T. came independently and, after noticing that the calendar hadn't been changed, she fixed it, all the while discussing events to come in the succeeding months. She continues to chatter freely about the many different things, although there are still times when she is difficult to understand. She asked to see the photo albums--of the instant pictures taken all through the year. When this was brought to school, she looked through it and made comments on the events--mostly single words or two to three word phrases. She is playing tricks now--knocking and hiding, then laughing when she is discovered. At the end of her session, and after Y.M. had arrived, they both decided to clean up the room. As the brooms are stored in the room, they fell to it and worked away for fifteen minutes, talking back and forth in the process.

Week of 9-13 May

T. performed quite differently on the oral taped samples than she had early in the school year. This time she was most willing to talk about the pictures. She needed some encouragement to complete her written story, but only because she had decided to make hers longer than Y.M.'s. Again she is using the device of asking to draw a picture, and then chatting about it as she draws. There was a program scheduled for the entire school, taking place right outside the windows--but T. decided she wanted to stay in and do language work instead. An important accomplishment for T. has been her learning to close, not slam, the door.

Week of 16-20 May

T. is excited about the possibility of getting ear-level hearing aids, and has been talking about this. She has recently asked for help in writing sentences for spelling, and this occupies a regular portion of the sessions now. She has been joking again lately, and once she stayed later to joke with the older student who follows her. She told of her Big Sister taking her on the Kaanapali train ride. She now begins each session with a run-down of coming events. Her train story follows:

> I rode the train. The train went up and down, up and down. The man made the train go.

Week of 23-27 May

T. continues to use her slow, careful approach to LIFE--and she is mad at herself if she misses a single item. Her talking has continued to cover a wide range of topics. She made a big point of showing her poster for being Student of the Week in her class--and also in showing off the Mother's Day and Father's Day gifts she has made. More discussion of the possibility of an ear-level aid occurred, and T. was taken to look at another student's ear level aid. She wrote a note to her mother, to reinforce this desire: "I like small!" She brings her spelling sentences to the sessions to ask for help still, although she is being required to make more of the sentences herself. At times she requests additional time in the sessions--wanting to share part of Y.M.'s session, in addition to her own.

T. helped the Hearing Specialist pack up the auditory trainers, chargers and F.M. transmitters on the final day of school. She insisted on carrying them around as all items were collected, and then taking them out to the car. She again spoke about getting the "small" hearing aid.

APPENDIX B

Anecdotal Records
of
Experimental Group 2

S.S.

Week of 13-17 Sept. 1976

S.S. chatted freely as she worked in her language books. She expressed interest in the dictionary work and the procedures to find a word. After the taped oral sample was completed, she spent more time discussing the pictures used for stimulation, and how the tape recorder worked. The next session, she dictated a story about her cat:

> I am holding the cat. We never had a cat before. We are going to get one. We don't have a dog. We are not going to get one cause it will chase the cat. We'll let the cat in our house. The cat will be white. Somebody will give it to us.

Afterwards, she briefly illustrated it with simple line drawings.

Week of 20-24 Sept.

There was much talk explaining the auditory trainer unit and the care required for it. S. wears this well and is comfortable with it. She gave a talk on cats, and then decided this would also be the topic of her written story, so she asked to dictate it.

> My Cat
>
> When the cat is by the door, we let her go out to play.
>
> Her name is Kitty Foo. She is black and white.
>
> There is a dog that lives near us. My brother brought the cat in his hand and the dog was afraid and the cat was afraid, too.

Week of 27 Sept.-1 Oct.

S. was absent during the first session. The next session much time was spent checking out her auditory trainer, which was not working. She said she didn't know a story to tell, though later told a story about her experiences in Brownies. S. is working in the final pages of her Learning to Think book, and she showed some skills in associating objects. She asked a lot of questions about her responsibilities with the auditory trainer unit: she is assuming the responsibility of taking it to the charger along with her teacher's transmitter and of picking up both items each morning.

Week of 4-8 Oct.

S. continued to work in her Learning to Think book --going rapidly as she is anxious to complete it and go on to the next level. She told about how she is caring for the auditory training unit, as her spoken topic for the week. The next session she described how to clean ear-molds. S. is very un-selfconscious about these talks and does not hesitate to ask for a word she needs to use. She chatted about the latest experiences she has had in Brownies, and then decided to make that her written story. She did not dictate this one, but wrote it by herself.

> We had a bag. We saw the picture. Then we cut out the paper and we tried it on us and it fit. Then I didn't want the bag. It was for Halloween. That's what we did at Brownies.

Week of 11-15 Oct.

S. was very excited about having gone to the County Fair and wanted this to be her story. She had a lot to say about it, so asked to dictate it.

> The Fair
>
> We went on the Ferris Wheel. We went on the Yo Yo. We went on a pony. We ate cotton candy. It tastes like sugar. We ate candy apples. It gets stuck in your teeth! We ate corn-on-the-cob. Kiala had chow fun.
>
> We saw rockets by the horse on the Merry-go-round. We saw the Car Play and the fire engine. I forget what else I saw.

S. has just recently begun formal auditory training activities, and she is eager to do this. She has no difficulty following directions, although sometimes she is careless and jumps to conclusions before hearing all the instructions. The next session she immediately asked for her new Learning to Think book, as she had just finished her old one. She demonstrated a fair vocabulary in naming items, and she was able to make deductions from information. She began to work in the Specific Skills Series: Drawing Conclusions. Reading is easy for her, but she did have some trouble being able to make logical conclusions from the information given.

Week of 18-22 Oct.

S. worked on additional auditory training and dictionary work. She is having trouble in the actual mechanics of writing and has a lot of reversals. During her work, there was a lot of talk back and forth with explanations given her as required. She drew another Halloween picture and wrote a brief story above it. S. is having trouble keeping the volume of her voice down. She responds to reminders, but needs them often.

Week of 25-29 Oct.

Only one session was held this week. S. is working in an additional Specific Skills book--Locating the Answer, which she finds interesting. She gave a talk on her anticipated plans for Halloween. Then she remembered that she wanted to tell a story about her cat, so she asked that it be dictated.

Winnie the Pooh

> My cat is Winnie the Pooh. He slept in my bed last night. This morning, Winnie the Pooh slept in my brother's bed. We got the kitten yesterday. When we went to town, Linda brought the kitten to our house. He is a white kitten and he has silver dots on his head and on his back.

Week of 1-5 Nov.

Only one session was held again this week. S. is quite turned on to the finger puppets and has asked to make scenery for them. She talked continuously while so doing, allowing for much language expansion. She also worked on sentence completion work in her language books.

Week of 8-12 Nov.

S. kept procrastinating and chattered about everything before getting into specific tasks. She reported that her mother had found her personal hearing aid, so she is now wearing it at home. S. has difficulty following auditory instructions. She is quick to guess what to do, and does not always listen completely. She gave a talk about the special lesson her class had received from the special P.E. teacher. Only one session again this week.

Week of 15-19 Nov.

The first session was for only a few minutes as S. had to leave early with her mother. During the next session she worked on the verb portion of Vocabulary Tracks. She knows verbs and usually the correct forms to use (though she is not always sure of the correct form for past tense.) She can read easily and only has trouble with pronunciation at times. S. dictated another story about her cat.

> When I was walking to the bus stop, my kitten was following me. I put my kitten by my door and then he came back to follow me again. Then I turned around the corner and he didn't follow me.

Week of 22-26 Nov.

Much time was spent at the beginning of the session counseling S. on her use of the auditory trainer. Now that she has her own aid again, she wants to use it in school instead of the auditory trainer. Her teacher reports a decided difference in her listening ability--and strongly urged use of the auditory trainer. A conference with her mother was held to reinforce this need. Once S. realized that she would be required to use the auditory trainer in school, she accepted the idea and stopped fighting it. Work in her books included some work on CLOZE--she has good ability here, though she could stand some more practice--vowels, and working on sequencing. S. asked to play the Shopping game also. While she knows coins and their values, she did not have any idea how to make change.

Week of 29 Nov.-3 Dec.

S. asked to read in the Drawing Conclusions book, and then found it hard to detect the appropriate conclusion. She is now wearing her auditory trainer unit comfortably and without complaint. She wears her personal aid to school and then changes to the auditory trainer. S. continues to talk freely and she expresses an eagerness for expansion of her language. She will accept new words and, in fact, often asks for them. She then tries to incorporate them immediately into her speaking vocabulary. She is fascinated with homonyms. After having some called to her attention, she asked for more examples. Pronunciation is still something of a problem with her (particularly in reading, where she might encounter words not in her vocabulary--or which she does not associate with her speaking vocabulary.) She is learning the correct pronunciations to words ending in ed. She wrote this story:

> Winnie the Pooh is a Christmas cat and I want my cat to come to school and to the party!

This was illustrated with a picture of S. and the cat. A balloon issued from S.'s mouth saying: "That sounds fun!" and from the cat's, "Me--yes!" She first wrote "Me--ow," and then, laughing, she changed it. In S.'s next session she was given the Boehm Test, which she enjoyed taking. She discussed several of the items as she went along. One item, center, she missed--saying as she marked another object: "Not _that_ one, that's in the middle!" She then chose to work in her language book and did six pages, including some short stories.

Week of 6-10 Dec.

S. again chose to work in _Locating the Answer_ and _Drawing Conclusions_ books. She is handling them better now. She enjoys the reading most of all. She reads rapidly and with expression. She then made up and told a Christmas story and asked to illustrate it. The next session she also worked on the specific skills reading books. She could not think of any story to write, so just wrote:

Merry Christmas

Merry Christmas to you and
Merry Christmas to you.

She made a couple more Christmas pictures and gave a continuous, running commentary as she drew.

Week of 13-17 Dec.

S. has almost completely lost her voice--but she was still quite bubbly in talking about her birthday party. She asked if she could play the Shopping game before writing her story, and was allowed to do so. She used the game to plan an elaborate party for Christmas, to which she said she'd invite the whole class. Her story was:

Happy Birthday to Me

> I went to Kiala's house for my birthday party. I had ice cream and cake. I had some presents.

As she writes these stories independently, S. frequently goes over them by reading them out loud, so she can see and hear what she has written and if it makes sense. A good deal of the syntax is hers, and she has learned to use the dictionary for spelling help.

Week of 3-7 Jan. 1977

S. returned to school and the sessions with much talk about the various activities which took place over vacation. Her talks always include opportunities for expansion, so they are encouraged. She was introduced to a new book, The Language of Directions, which she really enjoyed. She decided to write her story about her cat (as usual!) and then asked if she could also make a Valentine picture (as she noted that T.S. had already done.)

> My cat is playing with the other cat. The other cat's name is Jasper. Jasper is my friend's cat. My friend is named Jill.

Next session she brought her Christmas doll to share. She was most interested in the kitten story books which were brought for her to look at, and insisted on reading through them all. There were many opportunities for vocabulary expansion and definition-giving, so this was acceptable. She then worked quickly and well in several language activity books.

Week of 10-14 Jan.

S. immediately asked to complete the Language of Directions pre-test, and did quite well on it. She then went into the book with a good deal of smiling and joking. She chattered about magic and told of a magic trick she had learned from watching it demonstrated on T.V. S. then used this for her story, after demonstrating the trick. While writing the story, she asked for the book "that tells you how to spell." When she discovered how the word knife was spelled, she found it hard to believe. To show her disapproval of such spelling, she wrote the word with a tiny "k".

The Magic Show

> I did the magic after I saw the T.V. I put the knife under the napkin than I put the spoon on top of the napkin. Than I made the spoon disappear. (Spelling hers.)

The next session, S. brought in her McDonald's calendar to share and much discussion of holidays, special events and birthdays occurred. Her work in one of the language books coincided with this--including a calendar and weather report. She is still very enraptured with angels (as she was at Christmas time, when there were miniature angels in decoration in the room) and used an angel instead of a star on her correct work.

Week of 17-21 Jan.

S. was absent for the first session, due to an accident she had. The next session she was full of talk of how she had injured her foot--by falling off a pony. She asked if she could do some other work before writing her story, and quickly did five pages of the Language of Directions. She wrote a good story, again asking for the dictionary to spell words. After writing and illustrating her story, she took time to clean her ear-molds, did five more pages of the Language of Directions and then took the Hearing Specialist back to her room to show her the houses the children had made.

I fall off the Pony

> The pony was running too fast and I thought the pony was gonna go on the road so I jumped off the pony and I got hurt on my ankle. The pony's name was Lotus.
>
> Happy New Year.

Week of 24-28 Jan.

There was only one session this week. S. was full of talk about a proposed move, discussing the advantages and disadvantages. She asked to work in the specific skills books, and was careful to do the exact same amount of work in each one. She was reminded about working to keep her volume down, and improved during the session. In her programmed Language of Directions book, she kept peeking ahead to the answers, and needed to be scolded. S. then took time to write her story. After much discussion, she decided it was best illustrated by an Instant picture of her demonstrating what she meant. (Figure 18). While she was writing the story, she said her chair tickled--and a discussion on static electricity ensued. She was most interested in the effects of plastic on hair.

Week of 31 Jan.-4 Feb.

S. chose to work in Language of Directions and thoroughly discussed the pages as she worked on them. She spotted the sequel to her book and asked to look at it. She then worked in another language book and decided to write a story that a picture reminded her of. Afterwards, she saw instructions for making a cat puppet and decided to follow them.

> My kite broke when I was flying it by myself. It was on the ground, then it did that. I was crying.

FIGURE 18

The kitten died. Sheyla 1-27-77

The kitten was fighting with the other cat. After that day Wednesday the kitten died. The kitten was inside the box, like this.

The next session S. checked the calendar to see how far it was till Valentine's Day. She asked to make her Valentine picture first and promised another story for next week. After doing this, she worked in several language books, talking about them as she did so. She ended up by giving a report on her class's field trip.

No sessions between 7-15 Feb.

S. returned to school still suffering from a heavy cold, so she wasn't too ambitious. She told of a planned trip by her class, then agreed to write it. She then worked in a couple of books, and ended up enjoying reading some poems she had discovered in them.

Cinderella

> We are just gonna look at her and see how pretty she looks. It's gonna be at Baldwin High School.

Week of 21-25 Feb.

S. was introduced to Project LIFE, a programmed language series. She was given tests to determine her level and to introduce her to the use of the machine. Afterwards, she asked if she could draw a belated Valentine card for her mom and the Hearing Specialist. The next session S. was still trying to find her level in LIFE--and she was trying very hard not to make any errors. She gave a talk on how to set up and use the machine. She also worked in her Language of Directions book.

Week of 28 Feb.-4 March

S. continued trying to establish her level in LIFE, though she tended to be distracted and fooled around in the process. She had difficulty knowing when to use have and has. She has been procrastinating about her story writing this week, but finally decided to write it. She continues to talk and discuss all her work as she does it, and is always willing to give an extemporaneous talk on a subject with which she is familiar.

The Beach

> I wanded to stay at my frand's house when my mom whan't somewhere and than I and Jill and her mom whan't to the beach.

The next session S. asked to work on her Language of Directions book, which she finds easy. She doesn't always follow directions, however. She took time to read over the other students' stories and comment on them. She then worked on another test in LIFE and passed another level. She is still not too sure about the use of have and has.

Week of 7-11 March

S. got right to work, though as usual, she chattered throughout. Her LIFE lessons were done to much wriggling about, some of it deliberate as she tried to make it more of a game. She gave a talk about how to care for her auditory trainer--then remembered she had forgotten to clean her ear-mold, and did so. She completed several lessons in most of her language books. The next session she discussed, then wrote about a play presented at school. Additional work was done in her books after she wrote her story.

> Peppermint Players
>
> I like this part one man told a boy to come up to blow the horn. It was called little boy blue.

Week of 14-18 March

S. decided she wasn't too keen on doing LIFE today, but agreed to do one test (which she passed easily.) She talked about her cat and wrote a long story about it. She had no difficulty distinguishing between the pronouns him/her as young children often do.

> About My Littel Kitten
>
> When I was walking to the bus stop, my kitten was on the other side of the ditch. He was following me to the bus stop. That's why I had to wait a minute. Then I hit him, then he went back.
>
> S. and Kit Cat

The next session, S. asked if she could return to class early as her class was doing some special painting which she wanted to do. She then cooperated in the planning of the activities so she could leave early. She engaged in play-acting with a leprachaun pin worn by the Hearing Specialist, and then got right to work to complete her bargain.

Week of 21-25 March

S. brought a picture of her cat to the session, then gave a talk describing him and the neighborhood where she lives. She wriggled through one LIFE lesson, and then asked to work on Language of Directions. The next session she asked to do more LIFE lessons--and discussed each one thoroughly as she did them. She objected to the word pants being considered plural. When writing her story, she asked how she could indicate whispering, and was pleased when given the suggestion to write lightly.

Easter

Sh-h-h-h. I'm going to hide the easter eggs and you'll find them around every where in the house, or in the tree, or on the ground.

Week of 28 March-1 April

S. was absent for the first session. During the next session, she gave an oral talk on how to make an Easter basket. She then decided it was a good topic, also, for her story. She worked in her specific skills books and a language book. She then discussed her absence--an ear infection, and what was done about it. She talked about an accident her grandmother had, which had delayed her visit to Maui.

Easter Basket

We made a easter basket like this. (picture illustrating.) The teacher might put candy inside the basket.

Week of 11-15 April

On the way over, S. described a birthday party she is going to attend. When she got to the room, she decided she was going to do a lot of work, so she set high goals for herself. She had previously planned for her oral talk, and asked if she might tape it. She did two talks on the tape, which were well-done. The next session she read all the new stories posted around the room, and commented on each one. She ran a continuous commentary as she wrote her own story. After doing a couple of language book activities, she taped a couple more talks.

The Baby Party

On April 18, I'm going to a baby's birthday party. The baby's name is Agena. I'm going in a swimming pool.

Week of 18-22 April

S. gave a talk on the birthday party she had attended and said she would write the story the next session. She noticed the May Day court preparations and inquired about them. She worked hard in her language books, and particularly enjoyed reading the poems. She was given additional auditory discrimination training and was more receptive to it than previously. She was pleased about her success. S. was absent for the second session.

Week of 25-29 April

More auditory discrimination practice was given to S. She had some confusion discriminating d, z, g, and v. She commented that she is not deaf, and this was reaffirmed. A discussion on the varying degrees of hearing losses then took place. S. asked about the May Day program again, and then gave a talk on what her class is going to do. She wrote her story and asked to tape it, along with some of the poems she enjoys. The next session, S. read through a book on hearing aids and then discussed it. She did more work on LIFE and was able to move on to another level.

Kiala fell in the pool

When Kiala was riding the baby's bike by the pool, she fell off and she could swim. She was wearing her dress and her dress got soaking wet.

Week of 2-6 May

S. was eager to move on ahead in LIFE, so she went through two test levels. She gave a talk on the rain and her new umbrella. She said she would write her story next time. Some difficulty with visual perception was evident in her work in the Learning to Think book. During the next session, she wrote her story, after discussing it first. She kept adding apostrophes whenever she wrote an S until it was explained that it wasn't necessary. She was interested in learning the uses for apostrophes.

Tomorrow is My Brother's Birthday, May 5/6

We are going to have lots of fun and lots of food at my brother's party.

We are going to have ice cream and chocolate cake and potato chips and some sour seeds.

S. explained why she put both 5 and 6 on the dates, "Today is May 5th, but his birthday is really May 6th!"

Week of 9-13 May

Much of the sessions were spent in post-testing, which S. went into with obvious pleasure. She particularly enjoyed the oral testing, as she got to use the tape recorder--a favorite activity with her. Afterwards, she asked if she could tape a story. She then took another test level in LIFE and passed it.

Week of 16-20 May

S. thoroughly discussed, and then wrote her story--which covered three pages. She asked if the Hearing Specialist had seen a particular special on T.V., then used it for her oral report.

My Cat

> The night before my mother came home I called my cat for his supper. He didn't come, so that's when I think my cat got run over. I was walking to the bus-stop when I saw him by the road. And I saw him dead by the mail box. And we buried him. But I don't know where they buried him.

The next session she got into quite a discussion over whether or not to work on LIFE. After deciding she would take another test level, she did that and passed it easily. She then asked for the extra story which accompanies each level. Much further discussion ensued over which of her books she had worked on last, as she said she wanted them to have fair turns.

Week of 23-27 May

Only one session was held this week. S. asked to read stories out loud. She worked on getting the ed endings correct. She decided to write a story about the stories she read, and then asked if she could just tell about them instead. She spent the rest of the time talking about this and that, as she drew a picture.

P.A.

13 Sept. 1976

P.A. started off the year by not wearing her hearing aid. This was to become habitual with P. throughout the year--and it terminated in some question arising over to the actual need for her to wear a hearing aid. Her hearing has improved in the right ear, and the atresia in her left ear is to be surgically corrected in summer of 1977. Her first session was taken up with pre-testing.

20 Sept.

The training program for Experimental Group 2 was explained to P. and she was assigned a writing topic. She gave three brief speeches. She handled them fairly well, though had trouble thinking up enough information to keep her flow going. Her one-to-one communication is not very good, although it may just be a reluctance to communicate with an adult.

27 Sept.

P. hadn't prepared her talk, although she did well enough on it. The topic was a familiar one--foods--and she spoke of some of the foods she has prepared for 4-H. Her story was well-done, both in content and syntax. She was given additional assignments. P. was also asked to tell a story around the DLM Logic cards. She had difficulty formulating more than a bare skeletal story. Her first written effort follows:

> My Best Friend: Norine Sakugawa
>
> My best friend is Norine Sakugawa. She's really nice to me. She can really understand your feelings. She has the same feelings like I do. She's an 8th grader. She likes to have me around with her. We would go parties, carnivals, 4-H camps, and lots of other activities together. I went to the St. Joseph carnival, 2 nites with her, my sister and hers. We had lots of fun, we went to the dances, on rides, played games. We both had so much fun together I would never forget those times. She's in a different 4-H club like mines. My 4-H project is Homeliving and hers is Livestock. She and I went to a 4-H camp called Camp Maluhia, we went swimming, hiking, and we also did 4-H skits for each club. We really had the most fun out of

the dances on two nites. I would sleep over at her house and we would go to movies and go to the Ahaleolo 4-H meetings.

The Ahaleolo meetings were held at MCC campus. She and I went to Honolulu for 4-H with the other 4-H members. Ahaleolo was held in Honolulu. Me and Norine went to the 8th graders banquit last year which we were invited by our 8th grade friends. We had dinner at Maui Beach, then we had the dance after. She and I would just love to go to dances thats why we went to so many dances together to have fun.

4 Oct.

P. began to be more open and talked more freely. In spite of this, her talk was harder for her to do today. She was trying to eliminate unnecessary filler words. She acknowledged her poor performance today. P. also worked on auditory training, and wrote the story she forgot to bring:

What I would Like To Be When I grow Up

I would like to become a stewardess for the International Air Lines and at the same time be going to colledge. (sic) To me I think that it would be wonderful, riding an airplane back and forth because I would be able to meet new people or some famous singing stars that would perform a concert in Hawaii. Maybe during the day I work as a stewardess then during the evening I could take night classes which they have in colledges.

Then maybe more in the future I could have a better job. For instance like becoming a teacher, a secretary, a reporter for local news or national news, or even having my career up in modeling for magazines or modeling clothes for fashion shows, like I'm going to model a shirt I made for a 4-H Fashion show in the County Fair on Sat.

11 Oct. Holiday

18 Oct.

P.'s session was short, and begun late, as there was an Awards assembly beforehand. P. was full of talk of the County Fair and the parade--which she had been in. She used this as the topic of her talk. Although it was familiar material, her speaking was jerky and uneven. She is able to be fairly objective about her evaluation--and she recognizes that speaking is difficult for her. She is still not wearing her hearing aid much--averaging once or twice a week. She agreed that it might be a good idea to leave the aid in her school locker, as she never wears it at home anyway. Additional work in auditory training was given. She has very little trouble with this. Her written story was not of the quality her previous two were: there were more instances of poor syntax and run-on sentences (a persistent problem of hers.) These things were discussed and she was helped to make the changes to her paper.

The Parade and The Fair (uncorrected version)

> On October 7, 1976 It was 4:30 when all the 4-Her's were getting ready to march in the parade. I was getting a 4-H button that everyone had one. My club were lined up behind the boys 4-H club the rest of the 4-H clubs were lined up behind of us. All the 4-Hers waited till the 4-H float started going. My club and I marched till we reached the fair grounds. After the Parade, me and my sister had to go home.
>
> On October 9, 1976 at the Fair on Sat. I went and rode the Murders Row, the Yo Yo, the turban, the feris wheel, crazy cars, and the cup and twirl. I rode all them seval times till 6:45 so I could get ready for the dress revue at the Homemakers Building by 7:00 p.m. After I did the modeling for the dress revue I went home about 9:00 p.m.

25 Oct. P. was absent.

1 Nov.

P. did additional writing during this session. She enjoys writing and is a willing student when it comes to learning sentence structure, varying word choices, etc. A long discussion was held concerning her resistance to wearing the hearing aid. She admitted that in many instances she has difficulty locating sounds and voices. She is still doing quite well with her auditory training lessons, even at a distance away. P. worked on a new language book which contains much that she needs. She wore no aid today, and has not yet brought it to school. Her talk was about two fellow students--it is still characterized by hesitations, jerky speech.

8 Nov.

The writing practice consisted of producing a script or story about an imaginary game narrated by a sportscaster. While she wrote, verb tense corrections were given. When she had completed it, she was asked to find synonyms for several over-used words--using a Roget's Thesaurus. Several of the more common words were easy for her, and she surprised herself by having a larger vocabulary on tap than she thought. Her oral practice was in explaining the rules of the game. She did better on this than she has in the previous talks, although she could not admit it during her evaluation. Additional work was done in auditory training and in her language book.

15 Nov.

P. continues to do very well in auditory discrimination, even without her hearing aid--which she is still not wearing. Her reasons this week center around lending her locker key to a friend. More talk and counseling about how to remember, why to wear the aid, etc., was given her. She gave a talk about report cards, grades and what she expects to receive--including a few predictions. The work in her language book included reviewing verbs, the forms of "be", proper and common nouns. She was assigned two short stories to write.

22 Nov.

P. again did well in auditory training. She is improving in her language work in her book. Much discussion ensued over her story--which was quite good and needed only verb choice changes plus her usual elimination of the run-on sentences. P. was asked to take notes on the next sports event, so she can use it for her talk next time. She had worn her aid to two classes today, though she did not bring it to the session (which occurs immediately after lunch recess.) Her talk centered on the Science Class discussions, of which P. is quite critical. She had much trouble expressing herself today, both in the formal speech and informal.

29 Nov.

P. left her aid home again today. She still hasn't gotten the locker key from her friend. Her talks were taped today and discussed afterwards. She was able to make some realistic evaluative remarks after listening to herself. She noted that there is still the difficulty in speaking smoothly. She wrote a story from picture card stimulation, which will be evaluated during the next session. The uncorrected version is below:

> One day Tom woke up when he heard the telephone ring. He answered the telephone, it was his girlfriend, Sherri. She wanted him to pick her up and take her over to a beach party. Tom said yes. He gotten ready, then went outside to put some water in the car. It was parked outside. He started the car, going through his town he mailed a letter to his Aunt. Then to the highway a train was above the highway passing through. Tom drove through the country and came upon the same train he seen on the highway. Almost reaching to Sherri's house, his car ran out of water and his car had steam coming from the engine. He went to a nearby house and made a phone call to Sherri. She said it doesn't matter anymore because the beach party started already. She was so mad, that she had someone else to take her. Tom was mad because he drove his car just to run out of gas.

6 Dec.

P.'s story (above) provided for much valuable discussion: she was able to make many of the changes herself. She is beginning to break up her extra-long sentences. Today, P. had on her aid! She gave two talks and evaluated them. She recognized that her speech is still hesitant, but she is feeling a little more comfortable in making the talks. During the discussion, she misunderstood the word "decorate"--so this was explained and used for an assigned writing project. No noticeable change was observed in her ability to perform on the auditory training.

13 Dec.

P. talked on the Science Fair project--and again taped her talk. The same jerky, uneven quality to her speech is much in evidence, although she is using words better and does not use much Pidgin in the talks. She had continued excellent work in auditory training. The work in her language book concerns personal and indefinite pronouns--she does not know these and needs much more work on them. She wrote an imaginative Christmas story--which she asked to take home to share with her younger brother. The following story is the corrected version (verb tense mostly) of her room decoration story.

> First I take all my old pictures of stars, like Donny Osmond and Marie. Then I put new pictures of them which I take from a magazine. I sort-of rearrange it on the wall so it makes me approve of it. Second I get a new rug that ('s) white and it's a shag rug. I put it on the floor covering the whole room floor. Third, I ~~get~~ (will get) a white and black bedcover to cover the bed and making it matching my rug. New curtains ~~are~~ (will be) put on the windows and over my closet door to cover it. The color of the curtains ~~is~~ (will be) white to match my rug. I (will) paint my dresser white so it would match the whole bedroom. The wall is white so it's just out of the way. I (will) buy a new white and black lamp.

3 Jan. 1977 P. was absent.

10 Jan.

P. was full of talk about her Science project--coral. She used this for a brief special talk, then went into another topic previously assigned: homes. She needed help in the use of terms necessary to describe locations and descriptions. Her hearing aid, as usual, was at home--so she listened patiently to additional counseling to wear it more often.

17 Jan.

P. wore her hearing aid today. She took the Woodward Language diagnostic test--and really enjoyed it. There was much opportunity for expansion of language during the test. P. was ready with her talk on survival on an island--and really got very much into the spirit of it. She had good ideas and put them into good communication. She acted a little surprised that she had talked as easily as she had.

24 Jan.

Audiometric test information was needed and P. provided as much as she could remember. She wore her aid again, and was amenable to the suggestion that she could begin wearing the aid at home and to her 4-H meetings, etc. She finished the language diagnostic test. She had answered the questions in much greater detail than had any other students. Her work in her language book involved singulars and plurals.

31 Jan. P. was absent.

7 Feb.

There was much talk and discussion during this session. P. had received her report card, so compared it with her predictions. She had done less well than she expected. She talked about disliking band (she plays the drums) and would really like to get out of it, but she knows she has to continue. The effects of wearing or not wearing her hearing aid were discussed. She said she had worn her hearing aid once at home. Talk about the establishment of habits was listened to, but probably not absorbed. She gave a timed talk today on the Science exhibit. She was critical of her use of "uh", though she expressed an awareness of the improvement in her speaking. She was asked to write a paper on how she feels about her hearing aid. Some minimal work was done in her language book.

14 Feb.

P. attended a concert during the session time, but she stopped by to bring her written work, after school.

My Feelings of Hearing Aids

> I sometimes feel uncomfortable when it's on me, then I just feel like taking it off. When I'm around my friends I get embaress of showing it to them, so I make sure my hair is covering the aid. My friends think it's super of wearing it around. One of my friends always likes to look in my bag & see if I got some make-up, once she found my hearing aid and showed it to one of my classmates. I wasn't that embaressed when they looked at it. They wanted to try it out, but I refused them to try. But one did when I wasn't looking, he said he wanted to use it the whole day, but I took it back. I feel I don't really need to use the aid. It doesn't effect my grades in school, it just that I don't like doing much of my work. Then teachers makes me feel boring when they start talking for the whole period, then when I get boring I feel sleepy. I tried to wake my self up by talking to my friends while the teacher is talking. Example, my math teacher, she starts talking through the whole period, I feel like not listening, but I just stare at her as if I was listening, because if I didn't do that, she would get mad at me. She likes to have everyones's attention toward her. She would ask if there were any questions of how to do a certain

> problem. I hate to ask questions, because I'm sort of that in between person that is shy. My sister was telling that I had better ask questions, because she started to realize that teachers gives kids a higher grade according to asking so many questions and getting higher grades in assignments.

21 Feb. Holiday

28 Feb. P. was absent.

7 March

A long discussion was held on the content of P.'s last written assignment. The talk centered around wearing the hearing aid--whether it may or may not be necessary, causes of boredom in class, asking questions. The discussion was open-ended, with no profound remarks being made by the Hearing Specialist. An experiment was tried in checking P.'s auditory perception: having her sit some distance away (simulating the classroom situation) and checking on both her auditory discrimination and memory. She did quite well on the discrimination, but had difficulty in remembering factual content. She was able to relate this to learning in the classroom, and left with a thoughtful expression on her face.

14 March

P. continues to leave her hearing aid home. She says she forgets it in the mornings. She asked about plastic surgery: she does not know many terms and she was deeply interested in the structure of the ear, and what surgery would involve. She shared some poems she is writing and offered to write some for the sessions. She had seen an excellent T.V. play about a Hawaiian boy--and used it for her talk. She related this to the talks given on survival, and asked if she could do those again. She is also working on a report for a class, on Marco Polo, and was asked to be able to give an oral report on same. One of her poems is below:

The Tenants of the Little Box

Throw into the little box
A stone
You'll take out a bird.

Throw in your shadow
You'll take out the shirt of Happiness.

Throw in your father's root
You'll take out the axle of the universe.

The little box works for you.

Throw in the little box
A mouse
You'll take out a shaking mountain.

Throw in your mother of pearl
You'll take out the chalice of eternal life.

Throw in your hand
You'll take out two.

The little box works for you.

21 March

P. gave an extended talk on survival on an island--and handled it exceptionally well. Her speech is smoothing out--she seems to be more relaxed in giving these talks and is able to combine imagination and good syntax. She also had much to say about the upcoming tract meet. The entire session was oral this time.

28 March

P. asked to continue the talks on survival--and said she had much more to talk about clothing, etc. She was again comfortable and relaxed as she spoke. She is using standard English dialect almost continuously. She forgot to bring written work, but promised to bring two next time. She also "forgot" her hearing aid. She finished the review section in her language book. She is doing well on spelling rules, but needs help on verb agreement and the parts of speech.

11 April

P. still hasn't been wearing her aid. Talk again centered around the possibility of surgery during the summer--she was pleased that the Hearing Specialist had talked to her mother and the latter had changed her mind about allowing P. to have surgery. Additional practice was given in recovering facts presented orally, using the Guinness Book of World Records. She gave an oral report of her vacation activities and was asked to follow up with a written report. She asked if she could tape her talk next week.

18 April   No session held.

25 April

P. said she hadn't been wearing her aid--she wore it only once last week. She didn't bring it to school today. P. gave a report on the music festival she played in and wrote it up also. Another oral report she gave was on the Walkathon. She said she'd write about that, also. She was given auditory training at a distance, again using recovery of orally presented material. She had considerable difficulty with this. A discussion ensued as to whether or not she planned to wear her hearing aid in high school. The session finished up with several pages from her language book.

7th Annual Music Festival

> April 21: At Lahaina Civic Center, my school played third after Paia and Waihee School. I had to play two numbers. My school played pretty good, but I think the other schools was terrific also. Each school played 2 numbers. We had a rehearsal this morning at the War Memorial Gym.
>
> April 23: At the War Memorial Gym all the schools played together as a mass band. The high schools played together also. We played about 6 numbers. Governor George Ariyoshi was there too.

2 May

P. was full of talk about her runaway sister and the feelings this situation engendered in her. She expressed fears of what is going to happen to her when she goes to high school: her two older sisters had run into problems. She talked about the possible surgery--and said she really wants to have it. While she talked, she appeared relaxed and comfortable.

9 May

Post-testing took place during this session. P. also listened to the tape prepared by the three other eighth graders relating to wearing hearing aids and surgery. She made no comment after listening. She did say that she had an appointment with the doctor on the next day--in reference to the surgery.

The Walk-a-thon

> Early in the morning on April 16, 1977 at 8:00 the March of Dimes Walk-a-thon began. From Baldwin High I walked down and ran at times to make it to the 1st check point at the Salvation Army next to McDonald's. There, they gave us

some water and checked our numbers which we had on tags tied around our necks. From there we walked up Puunene to the 2nd checkpoint in front of the Youth Center. I continued walking up to the 3rd checkpoint along the road going to Kihei. We usually had some POG to drink. Me and my friend, Valerie, decided to give up at the Trojans Country, but instead we traveled on to a store to buy some ice cream and soda. From there I took off my shoes and walked barefoot. I walked alongside the beaches which I cooled off my feet. It really felt good. Before I reached the 7th checkpoint I wanted to tag down some army trucks to pick me and Valerie's sister up, because we wanted to give up, but we walked to the 7th checkpoint in Puunene and rode one of the army trucks to the 8th checkpoint. From the 8th checkpoint I walked by myself to the end, which was back at Baldwin High School. So that's the End.

16 May

P. was full of talk about her visit to the doctor, and all she had learned about plastic surgery. She put the information into a formal talk. Her talk again was relaxed, comfortable and easy. She was also anxious to tell all about other things which were coming up: the eighth grade banquet, 4-H achievement activities, etc. The entire session was spent in talk.

23 May

This was another talking session. P. was very relaxed and cheerful--a sharp contrast to the tightly controlled and quiet girl of last fall. She told of receiving a First Prize in a 4-H dress review, of her plans for the summer, and of the anticipated Matching session with her Big Sister. Plans were outlined for contact with P. in high school. P. promised to write to tell about the surgery during the summer.

T.A.

Note: T.A. and K.H. shared a portion of their sessions. These will be reported in this record on T.A. Items specifically relevant to K.H. are in her record.

Week of 13-17 Sept. 1976

T.A. came in full of chatter about her summer activities, including talk of the trips to Honolulu, her birthday, and any number of topics. She needed much encouragement to settle into some of the specific activities for the session. Her auditory discrimination ability is limited and she needs practice in it. A test was given this session pointing up this need, though T. wasn't particularly interested in knowing how she did. She asked to write letters to her teachers and friends at Kahala School (which she had attended for six years before coming to her present school) --as the Hearing Specialist was making a visit there soon.

Week of 20-24 Sept.

T. brought her spelling book and asked immediately for assistance. She has trouble understanding explanations given in the classroom and will often ignore an assignment rather than seek help from the teacher. She needed much guidance in using the dictionary and in selecting an appropriate definition for the words. Much expansion and discussion was necessary for her to write sentences using the spelling words. She was asked to prepare a talk for her session with K.H. The session they shared was devoted to activities which they could do better jointly: such as helping to evaluate their speeches, auditory training, lip reading. During this session, T. described a best friend--and did so with difficulty. A formal talk appears to be harder for her to do. She had no idea how to evaluate--except to say she thought it was all right. A discussion as to what they would be striving for and how they needed to evaluate their own and each other's talks then took place.

Week of 27 Sept.-1 Oct. No sessions held--class testing.

Week of 4-8 Oct.

T. again needed spelling help, though she needs to follow up on the parts she can do independently. She finished up the letters she had been writing and asked for corrections in syntax, etc. These she has been using for her written work. She taped a brief talk, so she could evaluate it alone. It was helpful for her to replay the tape to listen to the sentence structure. She asked for a second independent session--as she had a project to work on at the later time. During her next session, she began some individual auditory training, as there is a great deal of practice needed.

Week of 11-15 Oct. No sessions held.

Week of 18-22 Oct.

T. again came in for independent help--and as both girls need considerable assistance in their spelling and language work, this was granted. She now comes prepared, with the dictionary, and is beginning to do the work she can handle on her own, without reminders. Although she still is not bringing written work, she will write short paragraphs and is beginning to understand the standard English dialect requirements. The oral talks are still very difficult for her, despite the fact that she verbalizes constantly.

Week of 25-29 Oct.

T. had another excuse handy why she wanted the individual session twice this week. As it didn't seem important enough to push, at this point, she was given the times by herself again. She wrote two descriptive passages during the sessions, and although they were short, they were well done, with only verb-subject agreement help needed. She was given listening training at a distance away: with the reminder that these were more near the conditions she has in her classrooms. It is still very hard for her to get everything. She took a grammar review test in her language book--and failed everything. The book contained practice pages to remedy this, so she began work there. She asked for help with a Social Studies report: again, there was much evidence that T. had not completely understood the instructions and she had almost no idea what she had to do.

Week of 1-5 Nov.

T. proudly handed in a story she had written on Halloween. Her general format was good and she had only a few necessary corrections: verb-subject agreement, punctuation, and changes in prepositions. She gave a talk on becoming a Candy Striper at the hospital--which was fairly well done. She recognized this and her criticism was better. As there was a program at the later time, she asked to come in individually earlier. She again asked for spelling help. The second session, T. was absent.

Week of 8-12 Nov.

Only one session held, as a concert was given during the second session. T.'s ear level hearing aid is being repaired and she is wearing her body aid. She doesn't appear to mind wearing it--most of her friends know she has a hearing problem--but her mother stated later that she fussed at home over having to wear the larger aid. She had her story ready and was very pleased to see that she only had to make four corrections. These corrections were only pointed out to her, and she was able to make them herself. The story is below, with corrections indicated in parenthesis.

> Last Saturday I went to the football game. Maui High was playing against Lunas. I was cheering for (the) Sabers cause my cousin is a cheerleader. Her named is Cindy Falces. The Sabers made one touchdown and I was so happy. Then one boy from the Sabers got hurt. His name is Mark. He had to go to the hospital. After that the game (was) almost finish(ed). Everybody was so happy and crying. Maui High is a champ!
>
> SABERS ARE CHAMPS! alright! Yepee!
>
> Huray!

Week of 15-19 Nov.

T.'s first session involved help with spelling again, and time to practice on her oral topic. As usual, it took her a while to settle down from extraneous verbalizing before she tackled specific tasks. Her talk was brief and tended to break down into informal chatter. Having her stand apart and/or tape it sets more formal limits for her. She was also given the DLM Logic cards to try to formulate a sequential story--as this is one of her weaknesses in oral communication. The joint session involved work on auditory training and oral talks on "How to..." T. again had great difficulty evaluating her talk--though she was very accepting of K.H.'s suggestions. She then did a good job of evaluating K.H.'s talk. No story this week from T.

Week of 22-26 Nov.

Only one session was held this week. T. asked to write the story of the past week-end. As she wrote, she made the corrections necessary, though not many were called for--and she also talked about the event. Some spelling assistance was again given. Auditory training with some memory retention was difficult for her today. T. also worked in her language book. Her corrected story is below.

Nice Weekend

> Last Saturday my friend, Paula, and I went to Cameron Center for a White Elephant Sale. We went upstairs to see the show. There was a magic show and Filipino dancers. They had food and drinks. It was cheap.
>
> Then we went downstairs to see what they had to sell. My friend Krystal bought a kitten for 10¢. I didn't buy anything because there was a lot of junk.
>
> After that we went to the movie at Kaahumanu. It was Snow White and Seven Dwarfs and a Don Knott movie.

Week of 29 Nov.-3 Dec.

A joint session was held (for a change!) and both T. and K. were taped in their talk. They had a good discussion on the jerkiness, uneven quality of their talks--both of them noticed it when listening to the tape, although they had not been aware of it otherwise. They tried two different approaches--having topics with which they were familiar and true extemporaneous topics. Some subjects were suggested and they agreed to practice for the next session. Both girls had a language assignment to do, incorporating use of adjectives and asked for help with it. They agreed to use that assignment for their written work that week.

Week of 6-10 Dec.

T. again came in to ask for an individual session--she is beginning to use this as an excuse to get out of her scheduled class (language). After a discussion, it turned out that she hadn't prepared her spelling (which was due in her class). She was scolded for abuse of privileges and sent back to class. During the regular time scheduled for the two girls, they each agreed to time and evaluate the other one in their talks. They are showing greater ability to be objective in the evaluating, and are more alert to the use of standard English dialect. K.H. has frequently caught herself about to say "us" and switches to "we". Verb tense is not the problem in oral communication that it is in written, although agreement of verb and subject is often a problem as well as the dropping of prepositions.

Week of 13-17 Dec.

T. seems to understand that she can have independent sessions with good reason, but that the joint session is important, too. She is full of chatter and good will of the Xmas season and seemed pleased with herself that she had done her written assignment this week. One story was brief and quickly written, which resulted in a lapse into Pidgin. The other was brief but more carefully done. T. worked also on her language book and auditory training. During the joint session, they both worked in their language books. They had come early (during recess) and were eager both to chat and begin work. They both need much work on the use of singular and plural subjects and the need for agreement of the verb and the subject. Both promised to write stories during vacation and bring them in afterwards.

Christmas Time

> On Christmas we might go to my aunty's house for dinner.
>
> On New Year time my grandmother might come over to visit and we might make Christmas party for her.
>
> On Jan. 3 we (are) going to the graveyard to put flowers on top my grandfather's grave.

> Last Saturday I went to the store with my uncle. We bought a small Christmas tree. When we got home we decorated the tree. When we finished we decorated the window.
>
> Yesterday we bought Xmas presents.
>
> Last Saturday I went to the store to watch the band.
>
> Merry Xmas.

Week of 3-7 Jan. 1977

T. didn't bring in any written work, but she wrote a report on New Year's Day during the session. Both girls came early to the session again and began working in their language books on subjects and predicates, which was hard for both of them. T. kept chatting away while doing this until asked to just do her work. T. also had not done her Science homework and came up with some very weak excuses why not. She wanted to take time to work on the Science then but was not allowed to do so. During the auditory training, T. read to K.H.--and her lack of clear articulation made it difficult for K.H. to understand her.

T. was absent for the next two sessions.

Week of 10-14 Jan.

T. said she left her story home, but it never appeared. The girls had been given their high school course selection information, so this was used as the topic for their talks. In the process, they learned the meaning of these new words: campus, waiver, select, recommend. T. gave a brief talk, but she was careful in her syntax choice and was also able to evaluate more easily than previously. They both had a bit of a sulk when they weren't allowed to work on a Science assignment (which was due that day, and which each girl had barely begun.)

Week of 17-21 Jan.

The Woodward Language diagnostic test was begun, revealing quite a poor language performance and lack of basic knowledge in each of the girls. T. was grumbling about the work she had to do in school, and said she wanted to go to a high school on Oahu--which she thought would be easier. The story she turned in consisted of a couple of lines--hastily written during recess. This was rejected, and a discussion held with her about her responsibilities as a student. The next session the language test was continued, with much discussion and expansion of ideas gleaned from the test information. T. was full of talk about Big Sisters, as she had gone to a group activity and had begun her interviews. She expressed a real interest in getting a Big Sister, though she knows it will take time. (Note: T. was matched with her Big Sister in June.)

Week of 24-28 Jan.

T. met with K.H. again and both worked on writing. They are doing quite a bit for their language class and have asked for help. Both are learning to make changes to standard English dialect, but they still need reminders. T. still tends to write a minimal amount, and cheerily accepts the reprimands or requests for more. During the auditory training, she worked very hard on articulating more clearly. The next session she burst into the room with a "Book" of stories, tied together with ribbon. She asked to take it back, afterwards, as she said she wanted to add more stories to it. The corrections necessary she was able to make by herself--and some of them she caught as she re-read the story out loud. She then asked for help with the poetry she has to write for her language class.

"Sick Days"

> Last Friday night I was sick and I couldn't go to Haiku. So I got mad at my mother, then she let me go.

"Haiku"

Last Saturday we went to Haiku to have fun. We played (with) firecrackers and the next door (neighbor) called the police. and He came to my grandmother's house (to) talk to my father and my uncle about playing with them. and My cousins had to rush in the house because they were scared. He said, "From now on don't play (with) firecrackers!"

He went back to the station.

(uncorrected--note confusion of verbs)

Haleakala

We went to Haleakala on Sunday to look and feel how's cold it is.

I was chilly and getting sick and sick, and we had to go home because I was sick!

P.S. I wish I don't get sick again so I cannot go. I had a running nose. I were chilly.

Week of 31 Jan.-4 Feb.

During the joint session, the girls gave descriptions of rooms and people. T.'s talk had mostly listing and use of the verb "get". Her second attempt, following an evaluation which was very difficult for her to do, was better. Her language usage and the description were both improved. She made use of K.H.'s suggestion that she use "has" instead of "get"--which represented a change from Pidgin to standard English dialect. In her individual session, T. appeared more settled and willing to work. She enjoys the poetry-writing assignments and is happy that she can also use them for her sessions. She brought along a long story which she asked to finish. After she finished, she made the corrections--which mostly involved an expansion of her language to encompass more descriptive words.

Grass

I hate grass--the poke-y kind.
It grows so long--
My father has to mow it.
If I sit on it, the grass will poke me.
I want to poke it back--but how?

Harlem Globetrotters
(with corrections)

On Feb. 1st my father, my sister and I went to watch them (Harlem Globetrotters.) It was so funny.

The only one who made us laugh was Davis. He did (any kinds of) trick (s) with the other teams. (California)

Davis gave the other team a basketball. When he bounced it the ball was flat. He gave the other boy the (other) ball. When (he) bounced it, the ball ~~opened~~ (spun.) Davis ~~made~~ (played) one more trick ~~to~~ (on) the referee, he put the string on his finger--it look (ed) like (a) yo-yo--and ~~threw~~ (threw) the ball to the referee and the ball went back to him.

When the game was finish (ed), they won the game. It was 91-89.

Week of 7-11 Feb.

T.'s talk today again was full of the verb "get" and an overuse of "and". However, she made a better evaluation, and during her second talk, she eliminated many of these. She is still missing a lot during the auditory training. Her individual session found her back to being chatty again. She was full of a tale of a missing neighbor. T. asked for some Science help--but only to confirm if she had done her work properly. She also worked on a poem, and then said she wanted to complete the review section of her language book.

Week of 14-18 Feb.

Although T. arrived to the session talking, and barely stopped during the time she spent there, much good communication occurred. She and K.H. both gave good, effective talks. The Instant camera was used during this time also, which helped bring about some more language expansion. They both asked about poise--as they will be attending a special assembly on that topic. Another discussion occurred over what information it was important to give to the police when necessary to do so. T. gave another talk during her individual session--on her family. She handled this very well, including her evaluation. She then wrote the report on poise which she neglected to do at home. It was a struggle this time, as she wanted to talk most of the time. She also had much trouble with both her language work (in understanding the use of any and no usage) and the auditory training, involving auditory memory.

Poise

> The lady taught us how (to) walk, how to sit. You put your feet down softly and don't stomp your feet.
>
> You have to hold your body straight and your back of your leg gotta touch the chair then you sit down.
>
> It's not comfortable to sit down this way.
>
> This talk about poise was junk!

Week of 21-25 Feb.

Only one session was held, due to a holiday. T. was introduced to the Project LIFE program and did several lessons. When K.H. arrived, she carefully explained to her how to set up and use the machine.

Week of 28 Feb.-4 March

Again, T. did not do her written assignments, so she set to writing them during the recess time--having come early. K.H. helped her and together they put most of the corrections in before asking for help. Both girls were given Wepman Auditory tests. The results indicated that they are both far below expected achievement in the auditory area--as had already been suspected. There was time for each to give brief talks. They chose their own topics, and did fairly well on them. T. finished up her Wepman testing, chatted constantly and then did two lessons in LIFE during her individual session. She only misses on the LIFE lessons when she gives quick answers without considering all the choices.

Baseball

> Last Saturday afternoon I watched the game. The player teams was Maui High and Bears, Luna vs. Saints.
>
> Lahaina won against Saint A. and the Bears won against Sabers.

Week of 7-11 March

T. was very pleased when she (finally) did better than K.H. did on the auditory training lesson. (K.H. had left her hearing aid home.) They both chose to work in their language books and T. had no trouble giving descriptive words. T. gave her talk during her individual session. It contained much, much Pidgin this time--some of which she recognized. She will make changes at the time, and when requested, but they are not really meaningful to her--and she is not absorbing them into her speaking behavior.

T. was absent from 14-25 March

Week of 28 March-1 April

The girls took turns working with LIFE and alternately with their Language of Classifications book. In the process, T. talked about their T.V. being broken, a trip to Honolulu, and going to the Easter Seal Society for speech therapy. She brought two stories with her and was able to make the changes into standard English dialect, when they were called to her attention. T. again worked with LIFE --doing three lessons--during her individual time. She was assigned some stories to write during her trip to Honolulu (vacation) which she promised to send. (She didn't.) She was given extra drill on auditory training. Taken very slowly, she did better. She gave a talk on the work she is receiving at Easter Seal Society.

> Emergency
>
> Last Monday I was sick, and my temperature was 101°. Then it ~~came~~ (went) to 104. My mother said, "Let's take T. to emergency! Cause she ~~get~~ (has) fever!"
>
> So the next day I went to the doctor and the doctor said, "~~He didn't~~ (I don't) know what's wrong with ~~me~~ (you.)" Then I went to the Laboratory ~~to take~~ (to have) my blood test (taken.) I went back up to my doctor after the test to give him my test paper and he said, "(I) still don't know."

Week of 11-15 April

T. was in Honolulu during the first session. When she returned, she was full of talk of her visit to her former school. This was used as a formal talk--and because of her high interest in it, she used much more involved sentences. She had a lot of questions about the auditory training units used in the former school, and she was interested to learn they are used on Maui as well. She had several interesting excuses for not writing or mailing her stories!

Week of 18-22 April No sessions were held.

Week of 25-29 April

The rehearsals for the May Day program were taking place right outside the window and made for a very distracting atmosphere. T. brought in one brief story and promised to bring more next time. She gave a talk on the May Day play her class is presenting, but she got to giggling about it and couldn't offer much evaluating. She worked more effectively in her language book, though she is still having much trouble knowing when to use the singular or plural verb form.

Week of 2-6 May

T. again appeared with no written work, but she offered to write one. She did better on the verb forms this time. She was full of a story of her cousin's accident and all of its ramifications. A book on hearing aid usage was shared with her and she was given an assignment to prepare a talk on why to wear a hearing aid, how to care for it, and the advantages of using one--to be taped to share with another student (P.A.). T. did quite well on the LIFE language test and was able to move on to the next level. In her individual session, T. had another talkative time. She was full of information about what is happening in school, at home, with her speech therapy, etc. She taped her talk to P.A.--and had a great deal of difficulty making herself coherent. She was very surprised to listen to herself afterwards--and had one of her best evaluations.

Week of 9-13 May

T. came in asking for math help. It was only a minor confusion, which was solved easily. Post-testing was given, accompanied by T.'s chatty stalling techniques. She also had time to do one LIFE lesson. She brought two very short stories, which indicated problems with the past tense. The corrected version of one is below:

Mother's Day

> Yesterday was Mother's Day. We took her out to dinner. My sister and I bought her a cake and gave her 5 bucks.

Week of 16-20 May

T. came early and asked for an individual session because of a play her class was giving. She wrote her story in the session and had much trouble with the verb forms (both tense and determining when to use singular or plural forms.) She worked on the LIFE language program and did three lessons. During the second session, she again worked on writing a story--she is making them much longer and including more description. In the process, she had to take time out to talk about what she was writing. T. commented on how she thinks her voice sounds--flat. She was most interested in a discussion of voice qualities. Her written story was well done except for the omission of the copula. She finished another language level in LIFE and very much enjoyed a section dealing with absurdities.

Week of 23-27 May

T. gave a talk about the caseworker for Big Brothers/ Sisters, whom she had contacted to ask when she was getting her Big Sister. She gave a detailed description--and was careful to use mostly standard English dialect. She spent some time trying to persuade K.H. to ask for a Big Sister, also. Her individual session was lively with chatter, as usual. She asked for help with her Science research project, over which she was thoroughly confused. She is recognizing that she has not done nearly as much work as K.H. has during the sessions, and asked if she could try to catch up.

> Baseball
>
> Last Wednesday the Indians and the Giants played baseball. I cannot cheer for the Giants, but my brother's girlfriend's brother played and my father coached for the Indians. The Giants won against us. It was 5 to 0. I bet that the Giants will be the Champs.

K.H.

Note: K.H. shared a session each week with T.A. These are partially reported on in T.A.'s report.

Week of 13-17 Sept. 1976

K.H. started off the year by asking for help with her spelling: doing definitions and writing sentences for the words listed. She very much needed this, as most of the words are not in her vocabulary, either reading or speaking. The plan of the year--including the requirements for written work and talks was explained during the session. Pre-testing was also begun. K.'s individual session included work in her language book: she has a new level and it included a review of previous study. The review test indicated that K. needed to study and do the review section, as she still had much confusion over verbs.

Week of 20-24 Sept.

The joint session for T.A. and K.H. included work in auditory training--in which K. does quite well and the planning of talks which they will be giving. Although K. gets along with T. quite well, she also enjoys her individual session and gets a lot accomplished then. She comes early--during the recess time--and starts right in to work at that time. The initial writing effort was quite hard for K. She said she didn't know what to write, and needed much encouragement to put something down. She has not yet gotten the feel of writing without specific direction (i.e., answering questions.)

Week of 27 Sept.-1 Oct. No sessions held--classroom testing.

Week of 4-8 Oct.

At T.A.'s request, K. ended up having two individual sessions. She still requests help with her spelling--though she is more willing to work independently on this than T.A. is. She taped a short talk, describing her family and then she was helped to see how to evaluate her speaking. She asked to work in her language books and checked to see how far T.A. was in the books. K. has a lot of drive to succeed and will work hard. She said she probably didn't do it right--as she turned in her story. No corrections were made, however.

> I made my clothes in the summer vacation. It took me 5 days to sew my dress with red, white, and blue.

I learn from Mrs. Hiwatashi. She lives on
544 Pohale Street, Kahului, Maui.
I made 14 clothes during summer vacation.

Week of 11-15 Oct. No sessions were held.

Week of 18-22 Oct.

K. again had two individual sessions, courtesy of T.A. She is using her time to get much done, and to get some needed help for her language class. Spelling help continues and K. has also asked for occasional assistance in Social Studies and Science. K. is always quick to assert her independence when she realizes she can handle the work herself, however. She only requests help when she is not sure how to do something. K. gave a couple of talks describing both her home and her mother's place of business. She seemed to understand what is being required of her to produce standard English dialect.

Week of 25-29 Oct.

K. continues to come during the recess period. She has had two individual sessions again, and is putting it to good use in getting the spelling help. The type of task required is much too difficult for her to handle completely on her own--as there is no way she can determine an appropriate meaning to use for words she has never before encountered--she can only guess. K. also brought in the language class newspaper to work on and ask for help with. She has been working on auditory training, pleased that she misses only an occasional one.

Week of 1-5 Nov.

K. came to the session instead of to a dance program being given during this period. She was anxious to get spelling help. She did not bring a written story--she is still very hesitant about the writing. She asked to work in her language book again. Her talk covered her school work this year, and was a little smoother than previous ones. She still tends to use completely run-on sentences.

Week of 8-12 Nov.

Only one session was held this week, as there was a concert during the other. K. brought in some language work she needed to do, which was confusing to her. She also was helped to write the story she has been procrastinating about producing. Her written work required verb tense correction.

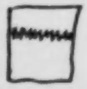
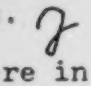
Write a story about you or me

> Yesterday I stay(ed) home, clean(ed) house, watch(ed) T.V. After that I played with my neighbors because they want(ed) me to help them catched the boys. We play(ed) stealbase, the girls always ~~win~~ (won), but the boys always grumble(d). So we played touch football. The boys always ~~win~~ (won) a game, but the girls ~~catch~~ (caught) them by pulling their shirt or grab(bing) their legs.
>
> I said, "I quit!" because they always cheat(ed).

Week of 15-19 Nov.

Again K. arrived asking for spelling help: it is becoming a regular part of the session now, though she does all the definitions in advance and only asks for help with the sentences. She was asked to make up an oral story around the DLM Logic cards. Her attempt at this was at a very limited, concrete level--she needs much more and help to expand her expression. Questioning proved helpful, as she gave more information then. The joint session included talks--and K. is becoming more adept at evaluating both her own talk and T.A.'s. She was able to offer suggestions to T.A. on what she needs to do to improve. More auditory training given--K. continues to do well.

How to do Needlecraft

> You need a sewing case, scissors, threads, pins, yarn, crochet needle.
>
> I made a hem stitching with a ricebag, and different kind of stitching.
>
> I cut the rice bag in half, then pulled the threads out, one by one.
>
> It looks like this
>
> 
>
> When it was finished, I stitched a design in hem stitching: it looks like this. 
>
> It was hemmed and the sides were in different stitching. The stitching was red and blue.

K. had difficulty with verb tenses in the above story and in actually following the title given her. She had come early to this session, again, and then worked on her math during the recess time.

Week of 22-26 Nov.

K. came in during recess time and asked for help with a story for her language class. She needed assistance in determining paragraphs, verb tense and overall format. As she had an individual session again, she worked in her language book, on auditory training, and then gave a brief talk. She ran out of something to say during the talk--and needed a more familiar subject to speak on.

Week of 29 Nov.-3 Dec.

During the joint session, the girls taped their talks. They both observed the uneven quality of their speeches although this is something they hadn't noticed before. They agreed to prepare talks for the following session. As they both had a language paper requiring help, they worked on that for a good part of the period. As K.'s voice was fading, due to laryngitis, she was excused from her talk. She worked on auditory training and her language book. The written work she has been doing, she asked to take home and show to her mother. She is beginning to enjoy doing the writing and she can write with much more ease than she could earlier.

Week of 6-10 Dec.

Report of joint session--see T.A.'s for this date. K. is becoming more alert to the differences between Pidgin and standard English dialect. She is beginning to correct herself, even as she speaks informally. For her individual session, help was again given for spelling and language. She gets a lot done herself, though, and is beginning to do more each time. She has noticed that T.A. is more lax in doing reports and homework--and this has motivated her to do even more in her language work during the session. She worked on reading skills, including reading out loud to try to smooth the uneven quality of her voice.

Week of 13-17 Dec.

Both girls came early (during recess) to the joint session and were full of holiday chatter, while still being willing and eager to work. They worked on their language books, covering singular and plural subjects and the agreement of the verb with the subject. They promised to write stories during vacation to bring in. Each of the girls gave two talks. Both had need to work on the substitution of "for" for "to" and the over-use of "then, after". During her individual session, K. asked for help in writing a letter to her cousin. She said he was grown-up and she wanted the letter to be "right." K. becomes very impatient with herself when she makes mistakes, but she will stick with it until she gets it right.

Week of 3-7 Jan. 1977

K. had laryngitis again, so she was asked only to help T.A. evaluate her talk. They also took turns giving each other the auditory training. K.'s enunciation is poor, so it is hard to understand a lesson such as she gave. She began work in the new section of her language book--with understanding. She brought in three stories, written during the vacation. Only one session was held this week.

My Wonderful X-mas

On X-mas day I had a nice time at home.

My friend Lyann came for give me my present. It was a small box of bottles. Two bottles were "Gee your hair smells terrific," one bottle was cologne, and one bottle was bubble bath.

My mother was making turkey & two hams for dinner.

My neighbor call us for come over for dinner.

My mother told us we can eat this for lunch.

Happy New Year's Day

On Saturday I had a wonderful time at home.

My cousin Ronald always throws the pillow at me then I ~~threwed~~ (threw) it back.

My cousin Wayne always sits on top (of) me when I sit by myself.

My aunty was making lunch for us. It was a turkey & ham.

My brothers Thomas & Steve ~~was~~ (were) playing Pro Draft with Ronald.

Nobody won the game.

On Christmas vacation

I did have a wonderful X-mas. It was my grandpa's celebration. My cousins came for (the) celebration. My grandpa was 77 years old.

Week of 10-14 Jan.

K. asked for help in her language work--understanding allegorical meanings, codes, etc. These were very hard for her and much discussion and explanation was necessary. K. has learned to make good use of her sessions to get help with classwork that is beyond her understanding. During her next session she received Science and Language help. There were many definitions and explanations necessary. She also worked on reading skills. Her talk was well-organized and presented.

Week of 17-21 Jan.

K. wanted to work on a Science assignment which was due, but accepted the decision that she could not. Both girls had time to do it earlier, but had let it slide. They began doing the Woodward language diagnostic test, which offered the opportunity for much language expansion. During their talks, K. slipped into some Pidgin as she got excited in the telling. However, she is finding it easier to continue talking without long pauses. During her individual session, K. asked for help in writing a report in the third person. She became quite confused over the proper verb forms to use. She was full of talk on what courses she will be taking in high school--so this was used as the topic for a brief talk. She continued on the language diagnostic test, including more language expansion and explanations. The story she turned in is as follows:

> "Yesterday"
>
> I had a bad day because my friends and my brother Thomas had big trouble. My friend Robbie always makes trouble to everybody and he cried. Then his mother talk(ed) to all of us because my brother did something to him. But it was both of their fault. If Robbie makes trouble first, Thomas will sit on him.

Week of 24-28 Jan.

Both girls came in during recess to write stories, which they corrected. They worked on auditory training lessons--both of them still need much of this. Their language book lessons covered indentation and punctuation--the former was new to them, and alphabetizing for dictionary work, which was easy for them both.

> On Friday
>
> I had a party on Friday afternoon. It was for science because we did a good job on our project. Mr. Ishii asked us if we wanted to stay in the classroom or go down to the park. We decided to go down the park. When Mr. Ishii

came to our table, we hid the foods. I was playing cards with Terri and Lyann.

K. asked for help with her language--they are writing poetry. She was able to write it once she knew how--responding to questions brought out the language she needed. Some of the interpretation of the poetry in her book was difficult also and she needed questioning and some explanations there.

Styles of Clothes

Everytime when I like to wear a muu muu
My mother says, "No!"
She wants me to wear something warm.
My grandma's clothes are all old-fashioned
Cause--you know why?--they're all long.
I like to wear long pants with blouses.
Everybody likes to wear new-kine clothes--
It makes you feel happy!

Door to the Conference Room

Everyone opens me, then they let me slam shut.
I feel MAD!
Sometimes I feel sad.
Why don't they close me gently?

Week of 31 Jan.-4 Feb.

The girls finished the Woodward language test during their joint session, and discussed the items they missed. For their talks they gave descriptions of one minute in length each. The first time they were asked not to look at the audience--which was very hard for K. to do. She said it was "junk"--and seemed to need the reassurance of eye contact while giving her talk. Her second talk was much better in all respects. She felt more comfortable and was able to use standard English dialect throughout. K. again wanted help with her poetry assignment during her individual session. This involved developing and expanding her vocabulary, so it was given. She also worked in her language book (on sounds, and spelling rules) and did some extra auditory discrimination practice.

Week of 7-11 Feb.

After the auditory training, both girls gave talks. K. really worked hard on helping T.A. correct her Pidgin substitutions. When it came to her turn, she did exceptionally well, but was not able to give herself a positive evaluation. After the second talk, she was able to be more realistic in her evaluation. K. did more auditory training exercises during her individual session. She was quite pleased that she did not have to ask for any help with her classwork this time. She talked about her classmates grumbling about some busy work they have to do for Science. She said she didn't like it either, but just did it. K. worked in her language book--and had trouble with the irregular spelling and rules. She finished up her Language of Classifications book, which she very much enjoyed doing.

Week of 14-18 Feb.

K. was absent for the first session. She worked in both of her language books during her own session, and then gave a talk. The topic was what she would do if her mother never smiled. This was very hard for K. to respond to, and she did not do very well. When a topic is hard, she easily reverts back to much Pidgin. Her performance in auditory training helped reassure her.

Week of 21-25 Feb.

Only one session was held, due to the holiday. Project LIFE was introduced to K. and T.A. helped explain how to operate the machine. K. then went through several tests to determine her correct level. She was given a couple of Wepman auditory perception tests to evaluate her auditory functioning.

On Valantine Day

> I didn't come to school because I was sick. I had (a) fever and (a) sore throat. I felt sad when I was sick. When (it was) 2 o'clock, Lyann call(ed) me if she had homework but I told her I didn't go to school. She told me that she didn't go to school.

Week of 28 Feb.-4 March

K. brought in two more stories and worked on her poetry during recess time. After additional testing, the girls both gave talks on topics of their own choosing. They both handled them well, including the evaluations. In her own session, K. worked on LIFE and was able to locate her level in the language lessons. She asked for, and received, help in her language work. She was assigned a talk on knitting. She did not have her hearing aid today--she said she thinks she doesn't need it any more. This was thoroughly discussed. K.'s stories were as follows:

On President Day

Feb. 21, 1977, I went to help my mother. She took me because she needed help. So I went with her and I had to run the machine and clean the machine.

When we went home, she bought me a hamberger, a french fries, and soda.

On Saturday Night

On Feb. 19, 1977, I went to a party. It was good fun. I was playing basketball with my friend. Her name is Grace. Grace's father's friend came to play with us. He told us he stands 6 feet 5 inches. I had a wonderful time with them.

Week of 7-11 March

K. again did not have her hearing aid and was roundly scolded for it by T.A. She did poorly on the auditory training--which helped convince her that she was a bit premature in discounting the importance of her hearing aid. The two girls worked in their language books--which covered the sounds and qualities conveyed by appropriate words. This offered much opportunity for discussion. K. spent her entire session working on LIFE--which she much enjoys and seems to be learning from. She has also been very regularly bringing in her stories.

Saturday at Kalama Park

Last week, March 5, Saturday I went to a party with my family except for my oldest brother Steve and my grandpa and grandma. It was good fun at the party.

I was riding on a swing and my father's friend's sons was there. His sons were Jay, Gerald, Roy. Jay is same grade as Thomas (my brother), Gerald is one year younger than me and Roy is 3 years younger than me.

Jay always stuck the swing on the top. Gerald and Roy were fishing. After Gerald and Roy finished fishing, they came to ride on the swings.

Thomas asked them if they want to play basketball. They said, "Yes."

They went to the basketball court. Jay & Thomas were one team, Gerald and Roy were one team. Thomas and Jay always win. When I went to the basketball court, Gerald had bad luck from me.

They let me play. I was on Thomas' team. But I didn't get any chance to shoot because I can't shoot good so Thomas was playing himself and Gerald & Jay were laughing at him.

Roy and Thomas were one team. Jay, me and Gerald were one team. After the game was finished, we went back to play Bingo.

The game didn't start, because they had something special to watch.

I came home around 12:45 a.m.

Week of 14-18 March

K. really tried hard on her talk this time and showed much improvement in both the continuity and the use of standard English dialect. She continues to make the corrections in her normal speech. She brought in another exceptionally long story and seems quite pleased with a lessening need for corrections. She still needs help to use "to" in place of "for" and with correct verb forms and tense. Nothing further has been said about her hearing aid--she is wearing it regularly again. During her individual lesson, she noted the change back to doing well again in auditory training. She had quite a struggle with her language book, though. The lessons involved pronouns, noun phrases and proper nouns. She gave another talk--about the upcoming field day. She promised to expand this for her next session's talk.

Week of 21-25 March

Only one session was held due to holiday. K. again brought in two good stories. She asked to go ahead in her Language books. This covered agreement of verb and subject, so it was most helpful to her. She gave her talk on the Track Meet. It was well-organized and completely without any use of Pidgin. She also wrote her story on the same topic. The changes mostly involved verb tense.

At Track Meet

I went to the track meet on Saturday. It was windy & sunny. I went with Lyann.

I enjoyed it. But one thing I didn't like: Kahului Eagles coming in first place. I wanted Iao Tigers to come 1st place, then Kahului Eagles. I had a friend who used to come to our school, she moved to Kahului. Now she is a cheerleader.

> Her name is Tracy.
>
> I almost missed my friend but I looked at Kahului Cheerleaders. I thought Tracy wasn't there. But I called her name and she came to us.
>
> I hated Kahului Eagles because they always came first place or second place. I felt sad when Lihikai Surfers lost.

Week of 28 March-1 April

K. came in early, as usual, and asked to start in on LIFE. She did three lessons and asked to finish up another book and take the post-test for it. She then did that while T.A. worked on LIFE. Both girls are very turned on by LIFE, and are learning from it. K. promised to bring in her stories next session. Her own session began at recess again--and she managed to finish up one more level in language in LIFE. Her two stories were reviewed, showing the need for only a few minor changes. When these were called to her attention, she made the changes herself. She gave a talk about vacation--she is still having trouble remembering to use "to" instead of "for." She wanted to know how much further ahead of T.A. she is in the work she does in the sessions. Her work in auditory training involved remembering details from an auditory message. She missed about half of the items. The following story is a corrected version.

Writing a Story for Hearing

> On Kuhio Day (March 25, 1977) I stayed home because I had to clean the house and help my grandma.
>
> I watched T.V. cartoon until it was finished. I went outside to play with my neighbors. But they weren't home.
>
> It was a nice day.
>
> My mother went to work at Tour. She said, "Today, I will work half a day."
>
> I asked her if she going to work tomorrow. She said, "Yes, I will work full day."

This is the beginning of K.'s writing in almost daily diary form.

Week of 11-15 April

K. returned with three diary-style stories she had written over vacation. The corrections mostly involved her lack of past tense. T.A. was absent, so K. had two individual sessions. She was eager to work in LIFE again--and practiced reading out-loud for each lesson. After doing four, she went to work in her language books. Her second session covered only three LIFE lessons, which she began during recess. She asked to work again in her language book--which covered homophones, phonics, and forms of the verb be.

A Wonderful Easter Vacation

> On Easter vacation, I had a good time. I always watched T.V. and played. After I played, I cleaned the house and washed clothes. But it rained, so I didn't wash all the clothes. I had to wait until the rain stopped. But it didn't stop.
>
> Every day it rained, I played in the house and did some homework and read books.
>
> On Saturday it was a nice day and windy but it was the day for washing clothes and cleaning the house. I did some homework and washed my hair.
>
> I played with my brother and watched T.V.
>
> I always forget to clean the bathroom.
>
> I helped my mother cook and set the table. But I forgot to put the rice cooker on so I said, "I'm sorry!"

Week of 18-22 April No sessions were held.

Week of 25-29 April

The Guinness Book of World Records occupied K. and T.A. during recess, so they were asked to choose one item to give their talk about. May Day rehearsals were going on outside--so the atmosphere was most distracting. K. again brought several (four) diary stories requiring only minor corrections. She is planning a talk on the May Day program for next week. They worked in their language book and reading skills books for the rest of the period. Only one session was held this week--the May Day program was on the other day.

Week of 2-6 May

K. started working on LIFE during recess again. She made quite a few errors and had difficulty seeing absurdities. Much discussion evolved around these. The book on hearing aid usage was shared and both girls asked to prepare a report on why it is important to wear a hearing aid. During the individual session, K. taped her report on wearing a hearing aid--which was to be shared with P.A. She was able to offer some good reasons, indicating that she had thought about the assignment. She had started in on her language book during recess--she is still eager to get ahead of T.A. in all areas. She brought in some more of her continued stories--which required the usual verb tense corrections.

On My father and Mother's Birthday

> It was a nice and sunny day, but it didn't have wind.
>
> I came home from school. I went outside ~~for~~ (to) play with the chick. The chick followed me wherever I go. I went to the potato plant. The chick was eating the potato leaves.
>
> I took the chick back to the cage. He followed me.
>
> When my mother came home, I was in the backyard. My mother was making hamberger for dinner and my father brought home two pies. It was apple and lemon pie.
>
> I did not know why my mother and my father ~~bring~~ (brought) and cooked good food.
>
> When it was dinner, I found out--it was my mother's and my father's birthday.

Week of 9-13 May

K. again began working on LIFE during recess. During the session, post-testing was begun. She decided to write quite a bit for the written test. During her individual session, the oral post-testing was done. K. felt she hadn't done well at all--and asked if she did as well as T.A. did. She was eager to pass T.A. in the reading skills books, as well as in language.

On Tuesday

> It was a nice day for P.E. P.E. is good for your body. It keep(s) you slim or (in) good condition~~s~~.
>
> I enjoyed ~~the~~ baseball. Vera's teammates didn't playe~~d~~ good. Doris's teammates did playe~~d~~ really good.

Week of 16-20 May

K. brought four more stories. Much of the changes were for the substitution of for for to--so she was specifically instructed in this. She still has difficulty with singular/plural verb forms. She worked on LIFE again--finishing up a couple of levels. T.A. had an individual session at this time, also. K. had a doctor's appointment and missed the next session. She phoned the Hearing Specialist at night to tell her why she had missed it.

Week of 23-27 May

A joint session was held again. K. gave a good talk on the pet chick she has. Both girls were able to evaluate well also. They worked on reading skills and their language books together. Both of them asked for summer homework. K. came in for her individual session and immediately wanted to work on a research project she has to do for her language class. She was most willing to accept the syntax advice given. She asked how many stories she had written during the year (over 40) and was pleased that the amount far exceeded T.A.'s. Final work was done in the language books.

On Thursday, 19/5/77

It was a beautiful day. I came home from school. My brothers were home before me because they use (the) car and I walk. They tell me that I walk slow but I told them that cars are machines and machines are faster.

I went in the backyard to see what the chicken (was) doing. The chicken was lying down on top of the box. I let the chicken go. The chicken feels happy when someone let(s) him go. Everytime he go(es) to the potato plants then he go(es) to the sand and go(es) to the cage. He runs away when someone (is) ready to put him in the cage. He does not like to be ~~carry~~ (carried) because he will scratch.

T.Y.

17 Sept. 1976

T.Y. started off the school year by writing two short stories, after some of the initial testing had taken place. He is willing to talk and discuss things, but he dislikes giving formal talks. The room in which the sessions are held is shared by several other Specialists, and often there is distracting "traffic."

> Right now I am taking mechanics learning starting learn about tools and later on we going learn about engine. and for Math is easy Social Studies easy, Science is Hard and English is easy and the junkest subject is Science.
>
> Fishes
>
> I am Raising fishes and the name of fishes I get is Rainbow's, Guppy's, Goldfish's, saw-tail's, and I bought a ten gallon aquarium and I bought it at September 12, 1976 all I put in gravel, shells, plants, and all the fishes and except the Goldfish, because it is too big.

These stories were accepted "as is" for this session, though T. was told that hereafter he would be helped to write them in standard English dialect.

24 Sept.

T. was given some advanced auditory training exercises. He has made good progress in this area, and needs to have a backlog of successes. His language book contained a review test--he found he had forgotten much of the work over the summer. (This confirmed a fear T. expressed in June of 1976--that over the summer he was "going to come dumb.") He gave a short speech, though he had great difficulty getting started, and made numerous false starts: asked to get a drink, tie his shoelace, clear his throat. He forgot to bring his written story, but promised it next week.

1 Oct.

More work was given in auditory training. T. feels comfortable by having a set routine for the sessions, and he likes to start with this lesson. He worked in the Specific Skills book, Locating the Answer, as T. has much need to develop study skills. He gave a four minute speech this time--with less procrastination. When it was discussed, he was able to criticize--but rather harshly. He needs much work to achieve any degree of competence in standard English dialect. No written work has yet appeared, so he added to the number he promised.

8 Oct.

T. appeared with four stories in hand. They were gone over for changes to standard English dialect. T. wasn't sure just how to take this, as his previous written work had always been accepted (both by the Hearing Specialist and his teachers.) He accepted the explanation of a need to know how to write and speak most effectively and in a manner than was similar to "school English." He then worked in his language book and reading skills. A sample story is included, with changes indicated.

About Riding Bicycle

> On Wednesday Oct. 6, I was riding (my) bicycle with my friend, Jeffrey, up to Pukalani School. ~~and~~ (We were) riding around the school, and when we ~~was~~ (were) going home we went to the shortcut home, and ~~going~~ (then went) on the main road, going like nuts.
>
> On Thursday Oct. 7, I was riding (my) bicycle again, but it wasn't sunny. It was night time ~~it was~~ around 7:30 p.m. I was going in the pineapple field. I was alone. I crash(ed) into the bushes because I couldn't see a thing. ~~and~~ I thought that I couldn't see my house and all the time I was right by my garden. I was nuts.

15 Oct. No session was held.

22 Oct.

T. did some practice writing during the session, making changes to standard English dialect as he went along, with help. He then gave a talk about a proposed Scout trip to Makena Beach. Again, the evaluation was difficult, but he tried. He was quite enthusiastic about the trip and spent quite a bit of time after the "official" talk telling about it. These are valuable times for T., who is not too articulate. He needs to feel free to talk and learn to accept questions which force him to make sure his communication is clear. This weekly session is the only time he is forced to communicate, both orally and in written form, on a regular basis.

29 Oct.

T. talked a lot about Halloween, and used this subject for his speaking topic. He is beginning to use more of the standard English forms, and will accept corrections. He was able to complete the talk before interruptions occurred, making most of the rest of the session impossible. The attempts at auditory training were futile.

5 Nov.

T. has been full of excuses for not producing written work--exams, etc. But, as he usually doubles up later, his excuses were accepted. Much time was spent this session in writing a specific type of composition: How to... This was discussed first, T. then chose an item that he knows how to make, and after giving oral descriptions, he was told to write it so a novice could understand his directions. He offered some resistance to using standard English dialect sentence forms--he tends to leave out necessary verbs and he has no consistent approach to tense. Also, he would make the entire composition one sentence, if left on his own. (Impression: because of the non-punitive nature of the Experimental Group 2 conditions, T. is more accepting of this training than he would be otherwise.)

12 Nov.

T.'s hearing aid is being repaired, so he has been operating with difficulty all week in school. He is very dependent upon the aid. His mother sent a note to school explaining the problem and asking for the teachers' understanding. This was a good chance to test his auditory discrimination without amplification--and he did quite well. He gave an oral talk on a game he had attended. It needed much in the way of questioning to expand it fully. As football is a game little understood by the Hearing Specialist, T. was asked to go into greater details. His How to... composition is below: (corrected version)

> The first thing you do is read the directions. You have to use glue and put it together. Before you put it together follow the directions.
>
> If the model is white, you have to paint it the color it tells you. Maybe it tells you to paint it yellow, green, red, blue, silver and black.
>
> Model making is good for a hobby and contests. I like models because it is sometimes nice or ugly. I don't like models anymore because of the glue and paint and it costs too much money. The price is too high and too much now.

19 Nov.

T. again wrote during the session: with attention given to his difficulties with verb tense and sentence length--knowing when to end a sentence. He was also given a topic to speak on, which required thought and creativity while speaking--and he had a very negative reaction. He broke down under questioning (asked to elicit expansion of unclear statements) and he refused to continue for several minutes. He needed to have a demonstration and much encouragement before he resumed. His production then was exceptionally well-done, with much in the way of creative ideas presented. The earned praise helped to restore his equinamity. The sample story below contained mostly sentence-length problems, which have been corrected.

> Eric Abe is the president of the school. He's in charge of the lockers and locks. He acts silly in football. He runs nuts. For basketball he is pretty good. Eric is left handed. When he throws a football, he throws it with his left hand and kicks left footed. Sometimes he gets mad when you hide something from him.

26 Nov. Holiday

3 Dec.

T. came early to the session (giving up part of his lunch recess) and was ready to go right to work. He wrote two paragraphs and accepted the corrections well. There were only a couple of subject-confusions to change. He gave a talk on the work he is doing in his Mechanics class--and was able to evaluate it better than he had previously. The language used was almost entirely standard English dialect. His work in auditory training is harder now, and he must attend closer. He was pleased to get the new book, Language of Classifications, for which he has been waiting for several months. Two of his stories are:

> Basketball
>
> Hawaii Rainbows lost to Oregon. Oregon has all tall men. Also Hawaii lost to Nebraska. Nebraska has little bit short men, but they are pretty good shooters. But, it was a good game to watch on T.V. on channel 3.
>
> Football NFL
>
> In NFL, there are two new teams in football.

> One is Seahawks and the other I don't know.
> Seahawks have nice uniforms and the helmet
> is ugly. It is a pretty good team and tuff.

10 Dec.

T. arrived early again and proudly presented two completed "sentences" (stories.) He then commented, "Probably get plenty mistakes," and eagerly watched as they were examined. There were actually very few--a couple of items for clarification and two verb changes. T. then promised to write some more sentences for the following week and all through vacation. He gave a brief talk on his plans for vacation. This was interrupted because of traffic in the room. He suggested working in his Language of Classifications book, as being the easiest thing to concentrate on, under the noisy conditions.

17 Dec. No session held.

7 Jan. 1977 T. was absent.

14 Jan.

T. brought in two stories again, which were gone over carefully. He was questioned and asked to explain some portions not too clear. He gave several short talks on his vacation, and the changes occurring in his home due to his brother's entering the services. He became impatient several times when he couldn't make himself clear. He even resorted to sketching pictures to make himself clear. A long discussion ensued about his problem with his surgically constructed ear canal closing at times if he slept on it. He ended up the session with some work on sound discrimination from his language book--which was "junk", according to T.

21 Jan.

T. did half of Woodward's diagnostic language test, though it was a struggle. He was aware that he did not know many of the items requested and he did not understand much of what was meant. He showed this struggle by wriggling, shoving his chair back and forward, checking the clock, and making faces. He sighed with relief when he began working in his Language of Classifications book, and he enjoyed listing the birds it called for. He asked for the name of "that big, ugly, old-looking bird"--the vulture. His voice was becoming hoarse (a frequent occurrence), so he was allowed a minimal talk: on birds on Maui.

28 Jan.

The other half of the language test was completed today, and it was as much trouble as the first half for T. His voice quality is still poor--he has to clear his throat continuously. He has asked many times for things to be repeated and/or explained lately--seeming to have either greater difficulty understanding or a greater need for clarity. He complained that people talk too fast. He didn't bring a written composition again, so was asked to write one during the session. As this was very brief and more like an outline, he was asked to flesh it out at home.

4 Feb.

T.'s battery went dead at the beginning of the session and in the midst of auditory training exercises. He was advised to listen for the vowel sounds, and he was able to do quite well on the lesson. He brought a long story--including drawings to illustrate it, and commented, "Probably get mistakes. I was tired last night." It was very well organized and the only errors were in subject-verb agreement. He was told how well he had done and appeared to relax. He still has the hoarse voice condition, with cold symptoms as well now. He worked in his reading skills and Language of Classification books, then gave a brief talk on the same topic as his written paper. (Figure 19).

11 Feb.

T. had a very heavy cold--though he rarely stays home from school when ill, he said he had been absent a couple of days the past week. He asked for a postponement of his written stories, and promised to bring two next week. He tackled his auditory training, and missed a couple each lesson. He snarled his way through his language books, which he does not like because it is hard for him to do. The lesson today covered a review of pronouns, indefinite and personal, which he could finally do without too much help. His talk was on what he would do if his house suddenly disappeared. He gave simple, yet clear answers which were quite complete. He rather enjoyed this talk--which was a change from many of the others he has given. In his work in the Language of Classifications book the term "in place of" was used, and T. did not understand it. Much time was given to explaining this so that he could understand it. This is another indication of change in T. He formerly would have shrugged it off or changed the subject with a "Never mind!"

Feb. 4, '77

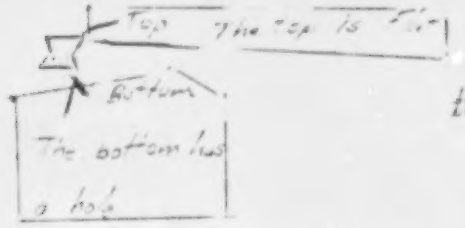
FIGURE 19

SHOOTING A GUN AT MY HOUSE

I have an air pistol. It can shoot three things, it shoots darts, B.B.'s, and pellets. I mostly shoot B.B.'s, because it can hold eighteen B.B.'s in one gun. Pellets ~~is~~ are good, because it shoots one at a time, even darts. But the darts ~~is~~ are more dangeous then the other two, because the dart can shoot in the eye

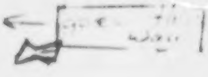
I don't shoot darts. Darts are not good to shoot. but for birds, it is alright. But main thing I don't shoot anyone else beside birds.

This is How the pellets look like:

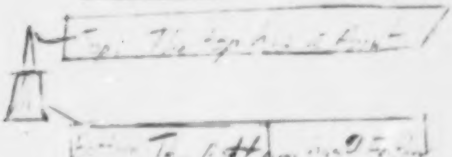

Top
The top is flat
Bottom
The bottom has a hole

the color of a pellets is gray.

The pellets is mostly like this from the side.

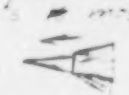

goes this way

This is How the Darts look like:


Top: The top has a point
Bottom The bottom has a [illegible]

the color of the dart is yellow.

The darts are mostly like this from the side —


goes this way

This is how the B.B.'s look like. They are all gold. bearing.

● - It looks like a ball you can see all over the [illegible]

18 Feb.

T. was much concerned about whether or not he would get to cook in his Outdoor Cooking Class--as they do it mostly on Fridays, when he has his session. This was checked with the teacher, who said she would schedule it on differing days so he wouldn't miss out. He spent much time talking about cooking--and then made his "official" talk on the same subject. The ease of speaking carried over into his talk and he was able to do it without strain, and with better syntax than his informal speech. He was in a much happier mood, aided by his recovery from the cold--and he offered to bring in another story. Uncorrected story is below:

Artist

My 1st hobby 1970.

I like to be a artist and learn how to draw. I can't draw very nice. But I beginning to draw. I will try to draw as nice as I can.

I know how to draw a little good but not that good. I still want to be a artist for one of my hobbies.

The End

A second story was turned in the same time:

Fishing

My make up story.

One day I was fishing with my friend. My friend caught one fish about 10 tons. I didn't believe in it. I didn't catch any fish.

Then the next day I was fishing with my friend again and he caught another 10 ton fish and I still didn't catch a fish yet.

Then I went fishing with my friend again. I was thinking that he will catch another 10 ton fish. As soon as we reach the lake I threw my line in and I didn't believe it. I caught a 20 ton fish. I didn't believe it I was all panic and I felt great.

The End

25 Feb.

T. was introduced to Project LIFE this session and worked on the language portion. He had difficulty knowing when to use they and their, and asked for clarification. He made the maximum number of errors on the test, so will work on that level. He didn't bring his promised two stories, though he had a lot of excuses!

4 March

More work on LIFE for T. was given this session. He did two filmstrips, which included distinguishing between usage of have/had, they/their and it/its. The session was held in the Infirmary, so the learning conditions were minimal to poor because of noise and distractions. T. asked to leave early, so he could get cooking instructions for the following day. He turned in the promised two stories with his usual remark, "Probably get mistakes!" They were fairly well-done again and were gone over with him before he left.

11 March No session was held.

18 March

T. began with his usual auditory training lesson, missing a couple each time. He gave a talk on making Marshmellow Treat and did exceptionally well. His thoughts were well-organized and he gave the instructions in logical sequences. He did some skills work in his reading skills books. He forgot to bring his written story, but promised to bring his "sentences" next time.

25 March Holiday

1 April

This was a shortened session--due to an assembly. T. worked on LIFE--a visual memory exercise which was difficult for him, but he tried and did not become discouraged. He returned briefly after the assembly to work on his reading skills book and to promise to bring written work next week.

15 April

T. brought in two stories, which he presented for checking. He used a lot of "me and my friend", omitted use of past tense, and ignored the need for quotation marks for direct quotes. He is much more accepting of the suggested changes. He said he wrote them the night before --to explain why he had so many "mistakes." He gave a talk on the courses offered in the high school, and what he will have to take there. His talks continue to be more relaxed, though sometimes he drops easily into complete absence of standard English dialect. He can (and will) make changes when reminded. His story, with corrections made, is below.

Camping

> One day me and my friend camped on the far side of the Island. It was getting dark, my friend said that he forgot the matches. I said to him, "I thought you said you brought the matches." Then my friend said, "Let's start walking before it gets dark." So we walked. We already were home. He said, "Let's go back." I said, "Are you crazy?"

22 and 29 April No sessions were held.

6 May

For his talk today, T. taped a report to P.A. telling her of his experiences in having surgery to correct his atresia. He also told her about his hearing aid, how often he wears it, how he cares for it, etc. He needed encouragement for this taping, as he does not like to record. He refused to listen afterwards. He engaged in many of his maneuvers to delay when he was asked to do the writing for the post-testing, but finally settled down to the writing. The room was noisy and full of interruptions again.

13 May

The continued post-testing consisted of the oral recording today--and T. offered maximum resistance. He grumbled, made faces and complained that he wasn't used to taping--and finally made the recording, after being told that it was a requirement. Once the options were removed, he had no further objections--and put forth a good effort. The post-test results on his words per sentence (oral) showed an increase from 5.57 to 8.54. The complexity reflected a little of the resistance, as well as the results of some of the training: level 3 (functionally or structurally incomplete) dropped from 22 percent to 3.7 percent, while level 4 (structurally incomplete or incorrect) increased from 29 to 35 percent. The upper levels (5-7) had two decreases and one increase. Level 6 (simple sentences with phrases) increased from 18 percent to 44 percent.

20 May

T. finished up the testing with no complaints this time. He worked on LIFE, doing three lessons. He was again in a better mood (no grumbling), though quiet. He brought in a long story this time, which contained many run-on sentences. As he left, he asked how many "sentences" he should bring next time. The following has punctuation corrections.

Kung Fu's VS Gangs

Once upon a time there was three boys playing basketball. They had a lot of fun. One boy said, "Let's come again and play basketball." The other two boys said, "Okay."

The next day the three boys meet again and played basketball. That day ten boys came. It was a gang called Big Bullys. The ten boys pick on the three boys and try to beat the three boys up. But the gang didn't know that the three boys take Kung Fu. The gang was half beating up and the leader of the gang said, "Retreat!" so they all ran away from the three boys.

The next day the three boys came back to the place and played basketball again. They thought the gang was going to bring more guys. But the gang didn't show up. So the three boys was so happy and played basketball all day long.

The End

27 May

T. forgot to bring his stories again today, and when he found out it was the last session, he wondered how to get his "sentences" delivered. It was suggested (jokingly) that he mail them--so he said he would. He then asked if the Hearing Specialist would answer his letter, if he wrote, and seemed pleased when reassured that this would happen. He worked on his language book (with no complaints today) and reading skills. He then gave a talk on summer school, which he said he was going to attend.

T.'s mailed "sentences" arrived shortly after school was out. He also responded immediately to the answer sent him. His first letter follows:

Dear Mrs. Spangenberg,

How are you? I am fine. Sorry that I didn't wrote of the ending of the school. I was tired and sleepy.

I got myself a Photography set. I still have a couple of things to buy, and I got to make a dark room.

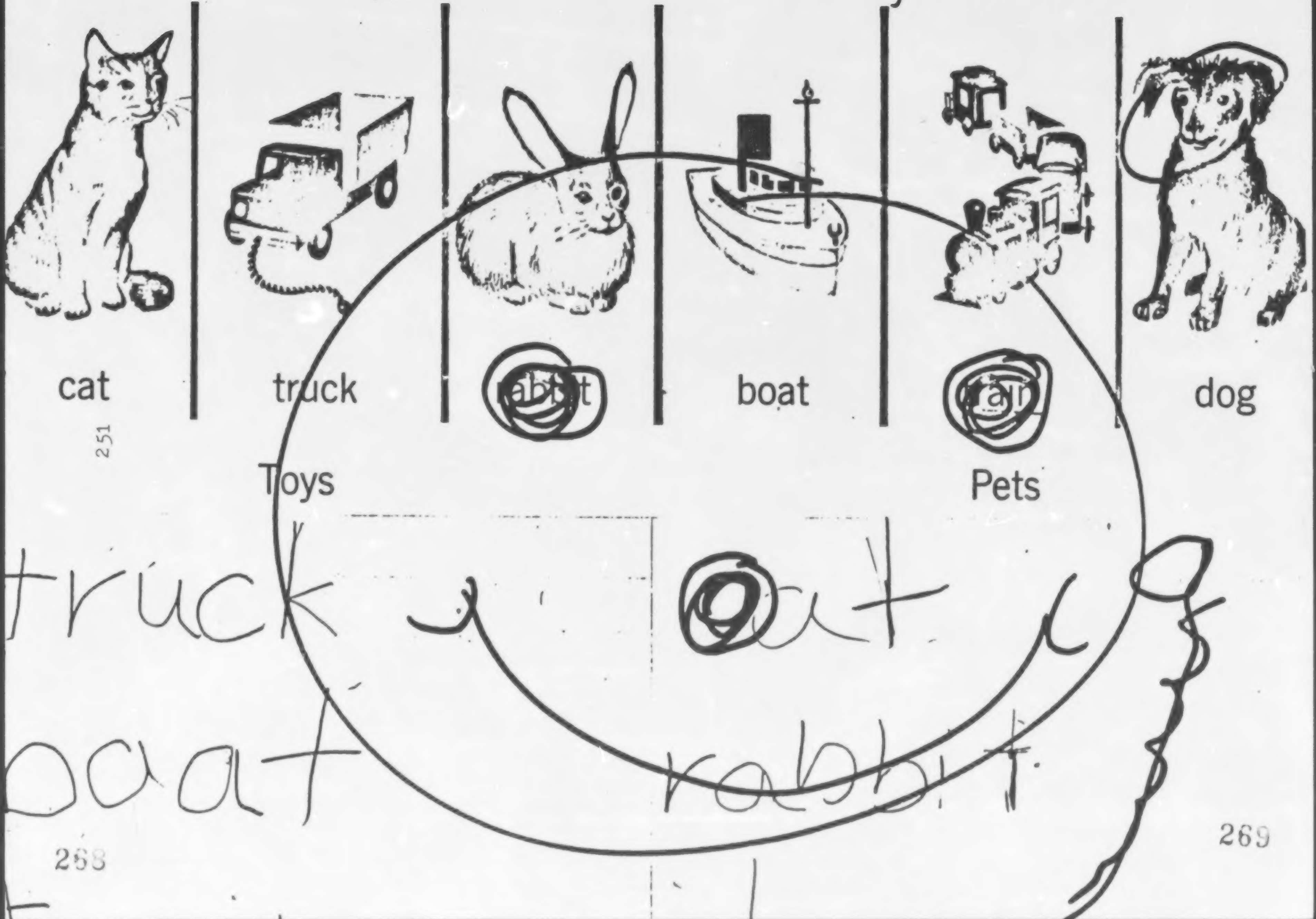
P.S. That all I know for now.

from,
T.Y.

APPENDIX C

Orientation Material
provided by
Hearing Specialist
to
Big Brothers/Big Sisters

This Happy Face uses a hearing aid.


cat
truck
rabbit
boat
train
dog
251
Toys
Pets
truck
oat
ooat
rabbit

I forget my hearingaid for use in school if I no bring my hearing aid I can't hear some boiddy. so I have to use my hearingaid so I can hear my teachler [illegible] talk! to me.

[illegible] noboddy [illegible] want me. becouse I Dum
Some Guy call me dum boy
That why I no use my (hearing aid)

Written language sample from a 12 year old Hard of Hearing boy.

TO THE BIG BROTHER OR BIG SISTER
of a
HEARING HANDICAPPED YOUNGSTER

You have been given a unique opportunity--to help a hearing handicapped child acquire some extra experiences and language so that he/she may become a happier and better-adjusted person. By being a Big Brother or Sister to a child with a hearing loss, you are providing a needed community resource. You are helping to fulfill the purposes and objectives of the Alexander Graham Bell Association for the Deaf, as given in this statement:

> We believe that every hearing impaired child should be given every opportunity to learn to communicate through speech, speechreading, hearing if possible, reading and writing; that he be given every opportunity to develop this ability with the help of home, school, and community so that he may take his rightful place in the world of today. (1:217).

To help you understand a little more of what your hearing handicapped Little Brother/Sister is like and how you can help, here is some background information plus some suggestions of specific ways to work (and play) with your youngster.

A Child First

Basically, this boy/girl is a child first, and one with a hearing loss secondly. We must accept the hearing impaired child as he/she is, and try not to convey the message that he/she is deficit or failing. Do the same kinds of things with him/her that you would with any other child of similar age. Enjoy this child, and have good times together.

Language Needs

One important thing to recognize, however, is that this child has not acquired the same amount or kind of experiences and language (especially vocabulary and ways of using words to communicate fully and effectively) that hearing children of this age have. Consider that most normal-hearing children are constantly exposed to sound, music, speech and language--to the point that much learning takes place almost involuntarily by being heard over and over again. The hearing impaired child misses out on much of this. Most of these same learnings must be taught specifically. One of the best ways is to do it in natural settings--in the presence of some warm, friendly person (as yourself) who will explain things as they happen, fill in the word gaps and information that may be sadly lacking.

Note this about the hard of hearing child--

> It should be recognized that a child may hear well when he is within a few feet from the speaker, but may not hear well beyond this distance. A child may hear some speech elements well, some imperfectly and some not at all. He may hear speech in a quiet room, but fail to hear it in a noisy environment. A child may understand familiar words used in conversation, but may fail to pick up new words

> without special help. A child may hear some voices better than others. He may understand carefully articulated words, but fail to hear slovenly spoken sentences. He may hear with amplification, but may be unable to hear without it. A child may hear when he is in good physical condition, but may not hear normally when he has a cold or other illness. A child may supplement hearing with speech reading so that he appears to be hearing more than he really does... (3:353).

Pitfalls

Be aware that the child may bluff you into thinking he/she has heard or understood. Be alert to the strong possibility that there may be misunderstandings occur because of this tendency. Try to ascertain understanding with re-phrasing, demonstrating what can be shown this way, asking the child to show that he/she understands, etc. Then you can both relax and enjoy yourselves.

Additional Helpful Hints

1. Speak slowly, clearly and distinctly
2. Avoid using loud tones or exaggerated lip movements in speaking.
3. Repeat or re-phrase when the child does not understand.
4. Encourage the child to ask you to repeat when he/she has not heard you.
5. Encourage the child to watch your lips and face when you speak.
6. Encourage the child to take active part in

all speaking activities.

7. Make use of visual aids: pictures, demonstrations, objects, etc.
8. Remember that the language you are presenting should be truly useful to the child, and should be given in meaningful situations.
9. The language you are teaching can be considered truly learned when the child incorporates it into his/her own original communication.

Holland, in 1975, made an important point when she said:

> If children are to be truly children, and if language is to be truly representative of childhood, it seems necessary to encourage the expression (in language) of frustration, anger, fear, and insecurity, in addition to our present and far more comfortable encouragement of sweetness, light, and good verbal manners. (2:517).

So--meet your Little Brother/Sister where he/she is--and help this child find and use all kinds of appropriate verbal communication. Remember--

> ...language training must be to some very significant extent concerned with helping the child discover his own potential as a verbal communicator. (Ibid:519).

Don't forget that we all learn our language and our attitudes about communication from the important people in our lives. Yours is now the opportunity to become an important person to a child with a hearing handicap.

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Additional resources and information are available for loan from the Big Brothers/Sisters Office, or by contacting:

Cynthia P. Spangenberg,
Teacher of the Hearing
Impaired, D.O.E.,
Maui District Office

572-7264, evenings

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